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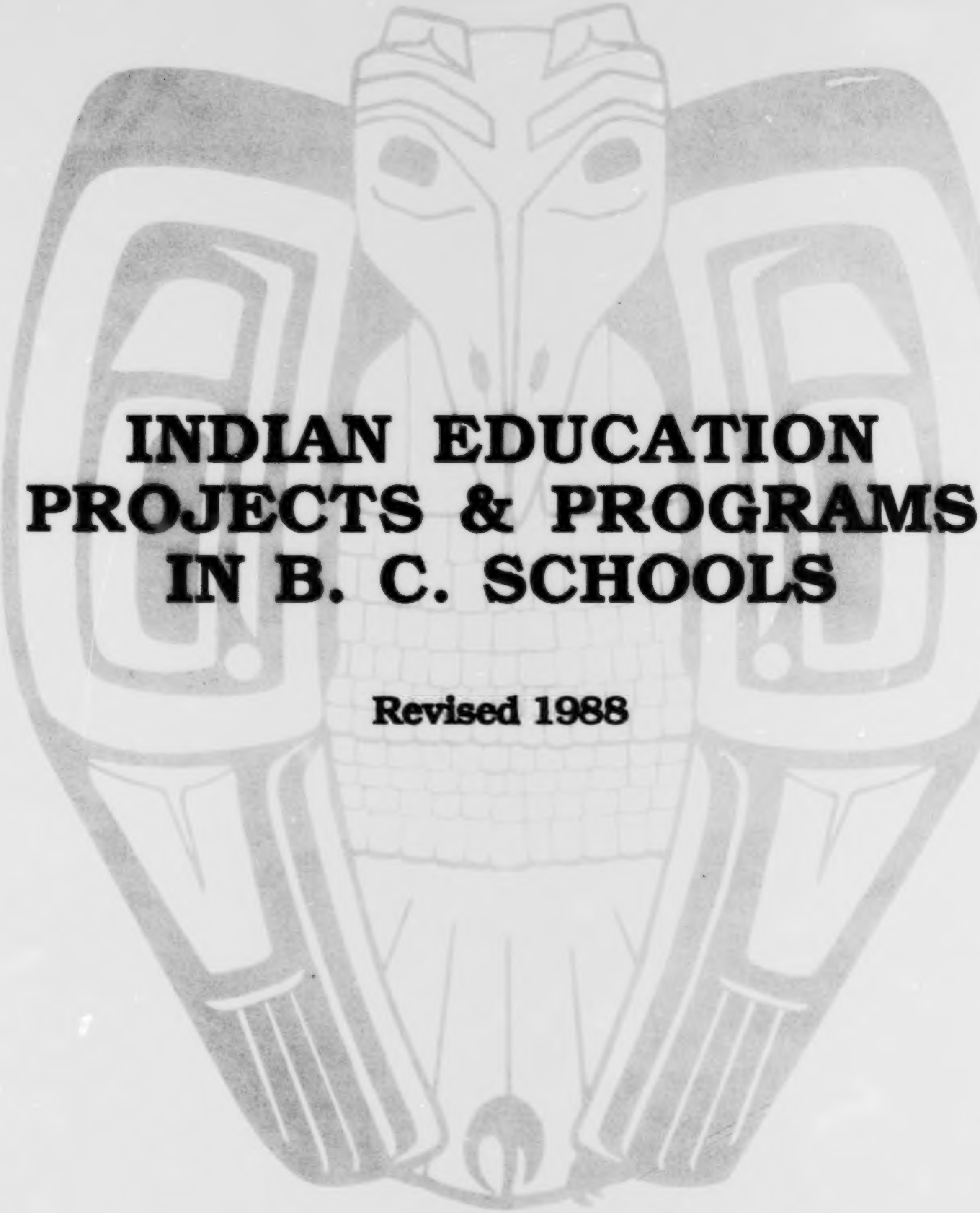

INDIAN EDUCATION PROJECTS & PROGRAMS IN B. C. SCHOOLS

Revised 1988

· MINISTRY OF EDUCATION ·

Province of
British Columbia

EC

INDIAN EDUCATION PROJECTS & PROGRAMS IN B. C. SCHOOLS

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INDIAN EDUCATION PROJECTS AND PROGRAMS IN B.C. SCHOOLS

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This Survey was prepared by **Arthur J. More**, Faculty of Education, University of British Columbia.

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INTRODUCTION

The Survey is a revision of earlier surveys completed in 1981, 1983 and 1985.

Goal of the Survey

The goal of the Survey is to compile a description of all Indian Education projects in B.C. schools from kindergarten through Grade 12. I have attempted to include all schools - provincial, federal, private and parochial.

The project and program descriptions are based on information provided to us by the people involved in the projects and programs. I have attempted to use their own words, wherever possible, to retain the essence of the programs.

Since approximately 90% of Native Indian children, status and non-status attend provincial schools, it is not surprising to find that a majority of the projects and programs are in provincial schools.

Many of the projects and programs are funded through the Indian Education funding process of the Provincial Ministry of Education. Many other projects are funded by the Department of Indian Affairs through Bands and Tribal Councils. Others are funded by school districts and funding agencies.

Functions of the Survey

The Survey serves a number of important functions including:

1. Providing school districts (particularly Indian Education Coordinators and program personnel), Bands and Education Committees with:
   a. the opportunity to exchange ideas and information on Indian Education projects,
   b. a basis for refinement and development of existing projects,
   c. a basis for developing new projects which build on the successes and avoid the failures of other projects.

2. Demonstrating the extent and variety of Indian Education projects.

3. Providing government departments and Indian organizations with a basis for analyzing trends and discovering gaps in Indian Education projects in B.C.

4. Assisting in the search for ways of improving educational opportunities for Native Indian children.

Information Gathering

The project and program descriptions were gathered from the previous editions of the Survey plus information from the Coordinator of Indian Education of the provincial Ministry of Education, Home School Coordinators, Indian Education Coordinators, and other lists and contacts. Each project received a request for information to be completed according to a standard format. When the information was received it was edited to give a greater consistency in format, with as few changes as possible.

Adding Projects, or Updating and Correcting Information

Some projects were omitted inadvertently. Other projects were omitted because it was not possible to obtain sufficient information or confirm accuracy before press time. To those projects which were not included, I apologize. Other project descriptions will need correcting or updating because of the time delay. Additions and corrections are encouraged. Please send the information to: Dr. Art More, Faculty of Education, University of British Columbia, Vancouver, B.C. V6T 1Z5. Ph. 228-2338.

Arthur J. More
June, 1988

HOW TO USE THIS SURVEY

Organization of Project Descriptions

The descriptions are grouped according to the **major Indian language/culture areas.** Within each area, projects are **listed alphabetically by community.**

The Table of Contents lists the descriptions in the same order.

Descriptors

In many cases an individual or group is looking for information on a specific type of project, e.g. elementary Indian language programs, or secondary Academic Skills Development.

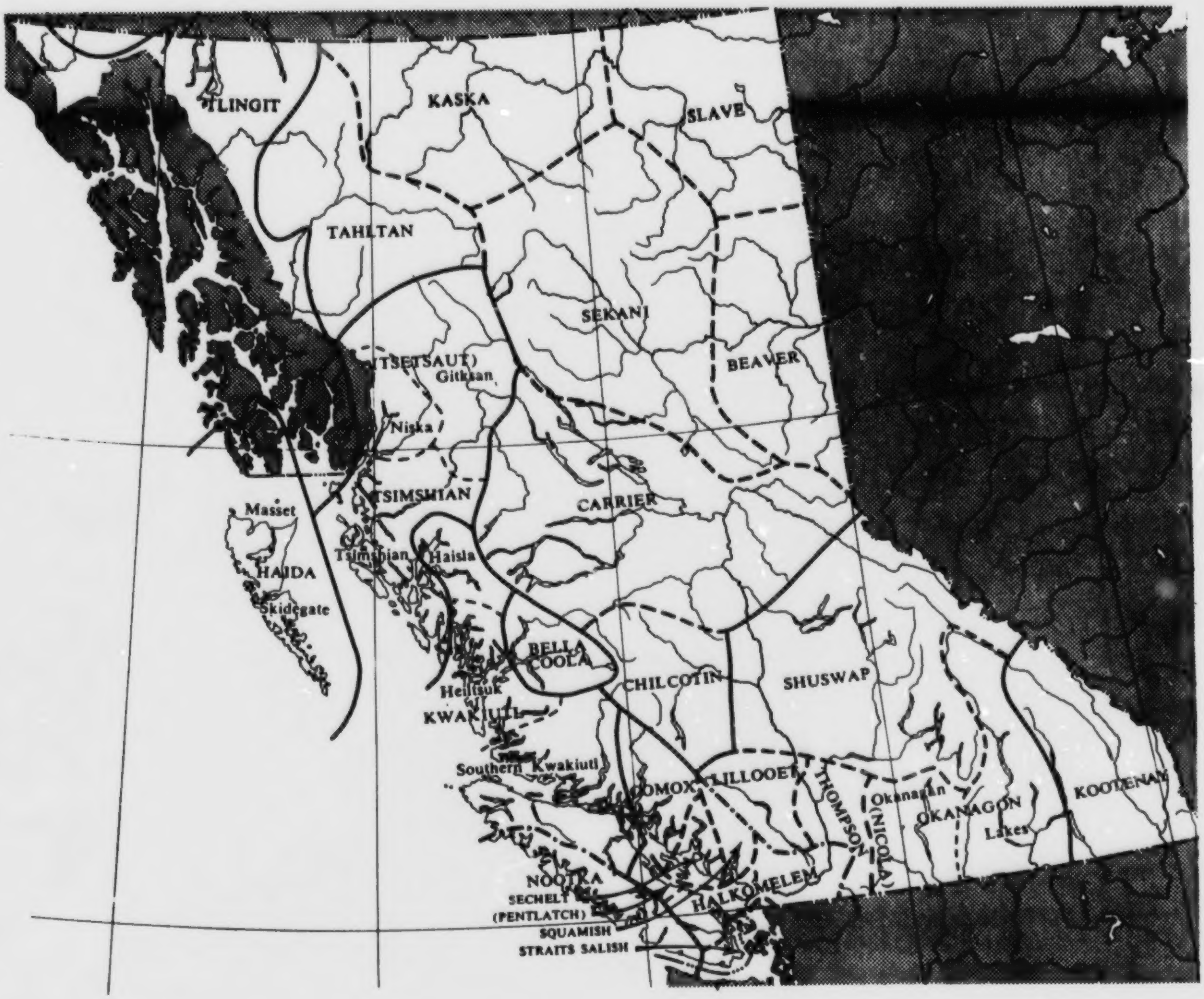
With this in mind, Key Word Descriptors have been assigned to summarize the major thrust of each project or program. These Key Word Descriptors appear in parentheses immediately after the title. A complete list of these Descriptors appears below.

Academic Skills Development
Adult Education
Alternative School
Art
Assessment
Band Controlled
Band Controlled School
Community Education
Consultant
Coordinator
Counselling
Crafts
Curriculum
Day Care
Elementary
Environmental Education
Friendship Center
Gifted
Group Homes
Health
Home School Coordinator
Indian Culture
Indian Education Committee
Indian Language
Indian Studies
Joint Project
Kindergarten
Language Arts
Learning Assistance
Life Skills
Math
Middle School
Personal Development
Pre School
Professional Development
Readiness
Research
Resource Centre
Secondary
Self-Esteem
Social Studies
Teacher Aide
Teaching Assistant
Teaching Strategies
Tutor

"For Further Information Contact:"

One limitation of this type of survey is that the information on any one project is minimal. The name, address, and phone number of a contact for further information is provided. This contact is usually the individual who operates the project or is administratively responsible for it.

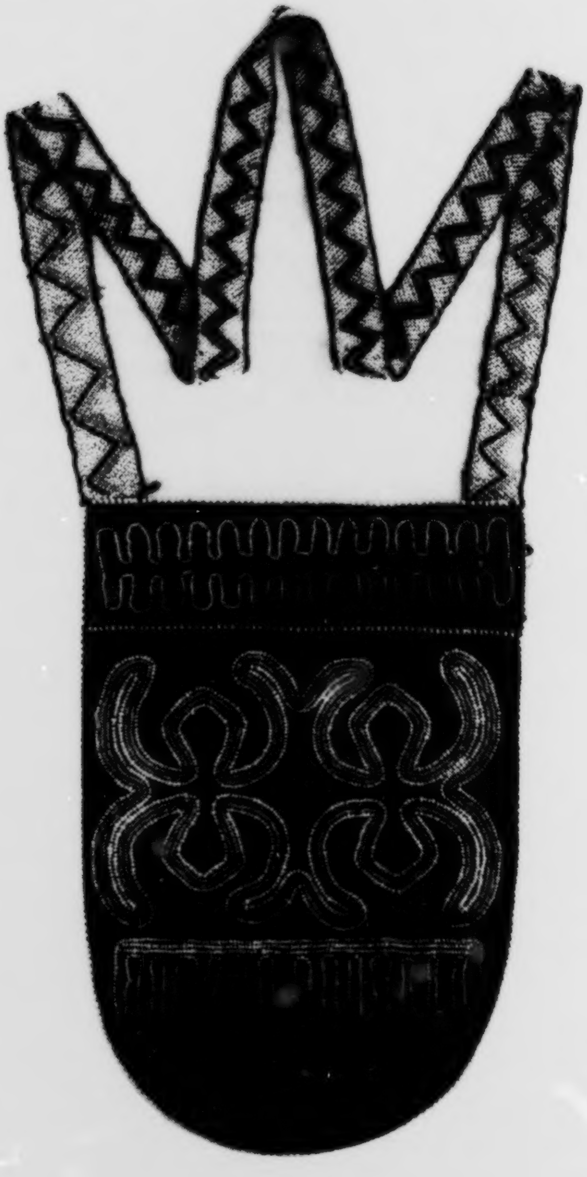
INDIANS OF B.C. - CULTURAL GROUPS


TLINGIT
KASKA
SLAVE
TAHLTAN
SEKANI
BEAVER
(TSETSAUT)
Gitksan
Niska
TSIMSHIAN
Masset
CARRIER
Tsimshian
Haisla
HAIDA
Skidegate
BELLA COOLA
Heiltsuk
CHILCOTIN
SHUSWAP
KWAKIUTL
Southern Kwakiutl
COMOX
LILLOOET
THOMPSON
Okanagan
(NICOLA)
OKANAGON
Lakes
KOOTENAY
NOOTKA
SECHELT
(PENTLATCH)
SQUAMISH
STRAITS SALISH
HALKOMELEM

Ethnic Division	*Language*	*Dialect*
Haida	Haida	1. **Masset**
		2. **Skidegate**
Tsimshian	Tsimshian	3. **Tsimshian**
		4. **Gitksan**
		5. **Niska**
Kwakiutl	Kwakiutl	6. **Haisla**
		7. **Heiltsuk**
		8. **Southern Kwakiutl**
Nootka	Nootka	9. **Northern Nootka**
		10. **Southern Nootka**
Bella Coola	11. **Bella Coola**	
Coast Salish	12. **Comox**	
	13. **Pentlatch** (extinct)	
	14. **Sechelt**	
	15. **Squamish**	
	16. **Halkomelem**	
	17. **Straits Salish**	

Ethnic Division	*Language*	*Dialect*
Interior Salish	18. **Thompson**	
	19. **Lillooet**	
	20. **Shuswap**	
	Okanagon	21. **Okanagan**
		22. **Lakes** (extinct in Canada)
Kootenay	23. **Kootenay**	
Athapaskan	25. **Chilcotin**	
	26. **Carrier**	
	27. **Sekani**	
	28. **Tahltan**	
	29. **Kaska**	
	30. **Slave**	
	31. **Beaver**	
	32. **Tsetsaut** (extinct)	
	33. **Nicola** (extinct)	
Inland Tlingit	34. **Tlingit**	

ATHAPASKAN



Beaded leather pouch

Courtesy of the Royal British Columbia Museum

School District #27 (Cariboo-Chilcotin), Alexis Creek

Native Teaching Assistants

(Teacher Aide, Indian Culture and Contemporary, Indian Language, Elementary)

Native Teaching Assistants are working in: Alexis Creek Elementary; Marie Sharpe Elementary; Anahim Lake Elementary/ Secondary; Naghtanaqed Elementary/ Secondary; Puntzi Mountain Elementary/ Secondary; Crescent Heights Elementary; Dog Creek Elementary; Riske Creek Elementary; Wildwood Elementary; Glendale Elementary.The are the Chilcotin, Carrier and Shuswap areas of the school district. A detailed description of the position for all schools in School District #27 is given under Interior Shuswap, School District #27, Williams Lake.

For further information contact: Joan Gentles, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

Anahim Lake Band, Anahim Lake

Anahim Lake Education Programs

(Band Controlled School, Provincial School, Pre-School, Indian Language, Home School Coordinator, Elementary, Secondary)

Pre-School Program

The pre-school program is funded by the Department of Indian Affairs and administered by the Band. This program began in September 1981 and employs one pre-school teacher. It is expected that the project will increase its curriculum activities and gradually expand into the elementary school system.

Adult Basic Education

This is a Level 3 upgrading program funded and operated by Canada Manpower and Cariboo College of Williams Lake. The Band provides classroom facilities. The project is designed to upgrade the educational level of the adults living on the reserve, which thus enables those people to pursue their interests in trades or careers.

Home School Coordinator

This has been a full-time position funded by the Department of Indian Affairs and administered by the Band since 1980. The Home School Coordinator is responsible for approximately 140 students enrolled in kindergarten through to Grade 12, and post-secondary students residing in Williams Lake, Prince George or Kamloops. The HSC acts as a liaison between students, parents and teachers, keeps an updated file for each student, assists with the Carrier Language, and Adult Education programs, makes regular visits with the boarding home parents and attends out of town education meetings.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Leona Toney, Home School Coordinator, Anahim Lake, B.C. V0L 1C0. Ph. 742-3260.

School District #27 (Cariboo-Chilcotin), Anahim Lake

Carrier Language Program

(Indian Language, Elementary, Secondary)

The District serves only one Carrier community and the Anahim Lake School offers a Carrier Language Program. One instructor is employed by the Ulkatcho Indian Band. Students are taught Carrier language for 20 minutes per day or 100 minutes per week. The program serves approximately 100 Native and non-Native children. The District employs two aides who also teach the Carrier Language.

At the primary level the objectives are:
- to stimulate oral fluency for those children who have a basic vocabulary
- to develop a basic vocabulary for the non-speakers
- to make children more familiar with the Carrier language
- to develop greater self-confidence in the Carrier children in the school system.

The manual "Teaching Yukon Indian Languages" and the Peabody Language Development Kits are being used as the basis for an oral Carrier Language Program. A Carrier-English auditory comprehension test is used with the program. The instructor keeps anecdotal notes on each student. Instruction is observed by the principal from time to time.

For grades 4-12 the objectives are:
- to develop more specific descriptive ability
- to introduce Carrier literacy and to bring the fluent speakers to fully independent literacy ability
- and to maintain a sense of place for the Carrier student in the school system.

The program makes use of excellent materials that were originally developed in Fort St. James and that have been adapted by the Ulkatcho Band:
- the southern Carrier primer and workbooks #1 and #2
- the teacher's guide for non-speakers of Carrier
- and the teacher's guide for fluent speakers of Carrier.

Various teacher prepared materials are utilized also. The testing component of the Carrier Linguistic Committees Program is in use.

Because the pupils' fluency in Carrier language is decreasing, the program is moving towards being a Second Language Program from a first language preservation program.

For further information contact: Joan Gentles, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Anahim Lake

Native Teaching Assistants

(Teacher Aide, Indian Culture and Contemporary, Indian Language, Elementary, Secondary)

A Native Teaching Assistant is provided at Anahim Lake elementary, as well as in the Chilcotin and Shuswap areas of the school district. A detailed description of the position for all schools in School District #27 is given under Interior Shuswap, School District #27, Williams Lake.

For further information contact: Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #55, Burns Lake

Native Basic Skills

(Academic Skills Development, Language Arts, Indian Culture Traditional, Elementary)

Goals of the Project

The goal of this project is to enable Native students to acquire basic academic skills in order to remain, and make progress, in the regular elementary school program.

Description of the Project

These are primary and intermediate intervention programs designed to assist students to remain in the academic mainstream. Teachers (1.1 FTE) are employed through Special Education funding from the Ministry of Education.

Basic academic skill development in language arts and math are emphasized. Some work is done in Native art and culture in conjunction with Native elders and/or the Native Education counsellor.

Administration and evaluation of the program is the joint responsibility of teachers, individual school principals and the Director of Instruction and Special Education.

For further information contact: Mr. John Barth, Director of Instruction - Special Education, School District #55, P.O. Box 2000, Burns Lake, B.C. V0J 1E0. Ph. 692-7141.

School District #55, Burns Lake

Teacher-Linguist/Native Language Program

(Indian Language, Indian Culture Traditional and Contemporary, Language Arts Curriculum, Elementary)

The goal of this project is to enhance the oral language skills of Northern and Native (Yinka Dene) primary school and preschool children and to produce material that could be used in bilingual classroom settings.

Description of the Project

Between 1983 and 1985, two former School District #55 staff members, Malerie Burton and Ross Hoffman, developed a reading readiness and language development curriculum, "Readiness for Northern Children" which won the Special Education Association President's Award for Innovation in 1988. This material is designed primarily for use in preschool, kindergarten and early primary grades. It is intended to be used to promote the oral language development of Native and Northern children. There are five curriculum components:

1. Readiness for Northern Children: School English: lists eight oral language functions which students must master and suggests methods to promote mastery.
2. Readiness for Northern Children: The Workbook Series: This series consists of four 15-30 page workbooks covering colours, numbers, shapes and the alphabet. They can be used in class or at home with parents and utilize culturally relevant illustrations and examples. The illustrations are designed to be coloured by the children.
3. Flannel Board Stories for Northern Children: This set consists of two 30-page books illustrated with line-drawings suitable for use as templates for producing felt characters for flannel-board stories. There are three English translations of traditional Carrier legends and two original stories set in a Northern environment but using characters from the Ginn 720 readers.
4. Reading Readiness for Northern Children: Teacher's Manual: This 225 page book contains both oral language exercises and early printing exercises. This book is designed to provide a years worth of readiness exercises in language arts skills (decoding, comprehension, speaking,and listening). It is significant in that the exercises are built around Northern and Native themes.
5. School English: A Language Development Program for Carrier Children: This 500 page book contains 200 oral language lessons based on familiar northern or Native themes. Although the book is in written in English, each 20 to 30 minute lesson could be taught in either English or a Native language.

This material is in black and white and can be photocopied. Although the copyright is held by the authors and School District #55, the material may be reproduced by school districts and other educational agencies for use in BC classrooms.

This material is available from School District #55 for the cost of copying and mailing ($.05/page plus postage).

For further information contact: John Barth, Director of Instruction - Special Education, School District #55, Box 2000, Burns Lake, B.C. V0J 1E0. Phone: 692-7141.

School District #55, Burns Lake

Home School Coordinators

(Home School Coordinator, Elementary, Secondary)

Goals of the Project

1. To keep up-to-date data on Native students enrolled in district schools
2. To facilitate prompt and frequent communication between teachers and Native parents
3. To monitor the attendance and progress of Native pupils

The Home School Coordinator is expected to maintain records of Native students, assembling and disseminating information for incoming and outgoing students; assisting with programming at the secondary level; maintaining records on Native student enrollment in courses and timetables; assisting in completion of DIA nominal roll.

The Home School Coordinator is expected to discuss with teachers and be aware of the progress of all Native students; to communicate, if possible in person, with the student's parents on both accomplishments attained and difficulties faced by the student; and to provide parents with samples of student work and discuss it with them.

The Home School Coordinator discusses with parents any problems regarding student attendance and brings in school staff and Native Education Counsellor, should a student display serious or recurrant tardiness, truancy or academic failure.

The Home School Coordinator ensures that families on the reserve are aware of school events and the staff at the school are aware of cultural events on the reserve.

The Home School Coordinator organizes work experiences for secondary students when appropriate and field trips for both Native and non-Native students.

For further information contact: John Barth, Director of Instruction - Special Education, PO Box 2000, Burns Lake, B.C. V0J 1E0 Phone 692-7141.

School District #55, Burns Lake

Native Education Counsellor

(Counselling, Elementary, Secondary)

The goals of this project are to employ a local Native (Yinka Dene) person to provide the school district with counselling and curriculum development support and to provide a liason with local and regional Native Bands and Tribal Councils.

The Native Education Counsellor visits classrooms, and observes and talks to students. The counsellor educates teachers on personal and cultural aspects of the students life which may affect schoolwork, counsels 'at-risk' students and alerts parents on ways to improve their child's school performance.

The counsellor also participates in the development of Native curriculum projects, accesses resource people who can aid teachers, organizes special events which enhance Native awareness and generates and proposes ideas for additional Native curriculum projects.

Initially the counsellor will gather information informally from students, parents and Native Advisory Committees to form a sense of how members of the Native community view the Native Education Program and to gather their opinions on how to make the program more effective and meaningful. This process should lead to a more formal evaluation and participation in an advisory capacity in District and school based evaluations of Native programs.

The Native Education Counsellor also acts as a liaison between the school district and the local Native Education Advisory Committees and the Carrier Sekani Tribal Council and publicizes the efforts and successes in Native education to the community.

For further information contact: Ms. Susie Tress, Native Education Counsellor, Wm. Konkin Elementary School, Box 837, Burns Lake, B.C. V0J 1E0 Phone: 692-3146

School District #55, Burns Lake

Native Education Teacher Aide

(Teacher Aide, Elementary)

The goal of this project is to provide daily support to Native pupils at the elementary school level and to enable them to remain in and be successful in regular intermediate classrooms.

The role of the Native Education Teacher Aide is to:
1. monitor and mark academic work
2. help students stay on task by providing immediate reinforcement for on-task

behaviours
3. ensure students understand instructions
4. help with reading comprehension
5. read to students from core subject textbooks
6. assist students in taking tests
7. provide a liaison between teachers, students, counsellors and school administrators.
8. provide general support to students and teachers

For further information contact: Mr. John Barth, Director of Instruction - Special Education, School District #55, P.O. Box 2000, Burns Lake, V0J 1E0. Phone: 692-7141.

School District #55, Burns Lake

Native Studies

(Curriculum, Indian Culture and Contemporary, Secondary)

The goal of this program is to offer a credit course in local regional and national aspects of Native history and culture for students at the Grade 9/10 level and to provide a focus for further development of local Native curriculum materials.

The Native studies course is designed primarily for native students to help build self-esteem and to develop a positive awareness of being Native. The curriculum examines Native/non-Native interaction from a Native perspective, as well as contemporary issues in Native society. Whenever possible, local Native culture and history will be introduced by members of the community.

For further information contact: The Principal, Lakes District Secondary School, Box 3000, Burns Lake, B.C. V0J 1E0 Phone 692-7733

School District #59 (Peace River South), Chetwynd

Native Education, Windrem Elementary

(Learning Assistance, Language Arts, Elementary)

Windrem's Native Education funding is used to support learning assistance and language development. In the past two years. Some research has been done into more effective ways of teaching reading, including teaching reading to Native youngsters, through methods more compatible with the students' learning styles.

Students with unique interests, abilities and backgrounds, such as many of the Native students, require assistance to develop processes of language and concept development. Through a combination of "pull out", and working with the regular teacher, the LA teacher helps to enrich the Native students language. The children's language is used as a starting point and their experiences are enriched through literature. Also, the students can help and learn from each other. Skills are taught as strategies for learning in the context of the children's talking, writing and speaking. It is a wholistic and experience related approach. The approach is explained to parents and they are invited to help at home. However, very little has been done to help Metis and Native students to appreciate their culture and history. Possibly the Nativeing community can pick up on the recent study done by Debra Cullinane and Dr. Art More and develop appropriate approaches for culture and language.

For further information contact: Terry Sankey, Principal, Windrem Elementary School, P.O. Box 210, Chetwynd, B.C. V0C 1J0. Ph. 788-2528.

School District #59 (Peace River South), Chetwynd

Native Support Program, Chetwynd Secondary Program

(Teacher Aide, Liaison, Secondary)

The goal of the program is to maintain and support Native Indian students in a small secondary school. One teacher has special responsibility for Native Indian Education and one Native Indian school aide. They are responsible for communication with Bands (Moberly Lake, Saulteau) and urban Metis members of the school community, for Home School liaison, support for school work and for development of local studies component for the Social Studies 8, 9, and 10.

For further information contact: Ian Campbell, Principal, Chetwynd Secondary School, P.O. Box 447, Chetwynd, B.C. V0C 1J0. Ph. 788-2267.

School District #27 (Cariboo-Chilcotin), Chilcotin

Chilcotin Language Program

(Indian Language, Indian Studies, Elementary, Secondary)

Chilcotin Language

There are five Chilcotin speaking communities within the District: Riske Creek, Stone, Nemiah Valley, Anahim Reserve and Redstone. (Elementary students from Stone and Anahim attend federal schools, both of which have a Chilcotin Language Program at this time). Nemiah Valley and Redstone (Puntzi Mountain Elementary) have K-9 programs. Some Chilcotin students come to school speaking Chilcotin but the children in the Riske Creek area are less fluent speakers. As a result, at Riske Creek, the Chilcotin Language Program, offered from grades 3-7, is more of a Second Language Program. In the other schools the Language Program is akin to the English language program for a Native speaker of English e.g. to develop skills in speaking, listening, reading and writing.

At the elementary level, instruction is done by Native teaching assistants funded by Indian Education, Ministry of Education. The program serves 41 children at Nemiah Valley Elementary school, approximately 60 children at Puntzi Mountain Elementary. One hundred minutes per week of instruction is given. It has not been offered at Riske Creek for some time due to not finding a language teacher. We continue to advertise for a Chilcotin Language Teacher.

For the primary children the objectives are:

- to stimulate oral language and verbal fluency and therefore enhance school progress,
- to develop beginning awareness of the nature of bilingualism in children whose first language is Chilcotin, and
- to develop references in the Chilcotin language to which children can relate the English that they are acquiring as a second language.

This oral program makes use of the manual for "Teaching Yukon Indian Languages" as well as the Peabody language development Kits. These are Language Programs that can be adapted directly to Chilcotin. The "Teaching Yukon Indian Languages" is particularly popular and easy to use. The kits are currently in both schools. The use of the Peabody materials does not in any way detract from their parallel use in English. Students use of full sentence responses and specific oral descriptive detail is evaluated from time to time with a skills checklist. The bilingual syntax measure in a Chilcotin translation is administered once a year. Extensive materials in the Chilcotin language have been prepared by the Chilcotin Language Committee.

At the intermediate level the objectives are:

- to develop basic reading and writing skills in the Chilcotin language
- to develop a basic understanding of the phonetic makeup of the Chilcotin language and its differences from and similarities to English
- to develop a basic understanding of the syntactical makeup of the Chilcotin language and its differences from and similarities to English, and
- to be able to do simple free translation from Chilcotin to English.

Texts and resources include a series of five Chilcotin readers and workbooks and accompanying teacher's guides developed by Maria Myers. There are various supplementary reading materials in Chilcotin and language master card readers with a format for use with Chilcotin language.

Teacher prepared tests are administered on a monthly basis to evaluate student progress and to identify areas for re-teaching. The results of this testing are being compiled so that in time the tests can become standardized.

Chilcotin Studies 8,9 and 10

Chilcotin Studies 8, 9 and 10 is offered at the junior secondary level to 21 students at Williams Lake Junior Secondary School, to 10-15 students at Nemiah Valley Rural Secondary and at Puntzi Mountain Elementary/Secondary. Approximately 100 hours of instruction is given as an elective course. The objectives of the course are as follows:

- to develop independent reading skills in Chilcotin
- to extend students' free translation skills and to introduce literal translation
- to increase students' appreciation of the unique qualities of the Chilcotin language and its place among the Athabaskan languages of North America
- to students' understanding of the lifestyle of the Chilcotin people in pre-contact times, and
- to give the Chilcotin speaking student a sense of continuity and place in the secondary school as this is the first experience as an ethnic minority in the school system for most of these students.

Texts and resources include:

- Chilcotin readers and workbooks by Maria Myers
- a teacher's guide to Chilcotin literacy by Bella Alphonse
- a Chilcotin language source book, School District #27
- Cultural relations of the Chilcotin Indians by Lane
- an extensive collection of Chilcotin language tapes
- Chilcotin-Carrier, a multimedia resource kit
- students' experiential knowledge.

Evaluation is done by teacher-prepared tests which are administered on a regular basis to evaluate student progress and to identify areas for re-teaching. These are standardized for both Williams Lake Junior Secondary and Nemiah Valley Rural Secondary. The course is regularly observed by the Coordinator of Indian Education.

The Williams Lake Junior Secondary program is taught by the Native Support Worker. The Nemiah Valley Rural Secondary program is taught by the Native teaching assistant as is the Puntzi Mountain program.

Chilcotin Studies 11

Chilcotin Studies 11 is offered to about 10-15 students at Columneetz Secondary school. It is a yearly offering. It is a full course of approximately 100 hours and is recognized by U.B.C. as fulfilling the Modern Language requirement for university entrance.

The objectives of this course are:

- to develop total fluency in literal and free translation skills including cross-cultural expression of thought and concepts
- to extend awareness of Chilcotin and its place in the Athabaskan language family
- to develop a full appreciation of the oral histories and traditions of the Chilcotin people, and
- to explore aspects of cultural change on the Chilcotin people.
- to develop an awareness of contemporary issues and their effect on the Chilcotin people.

Texts and resources include:

- Chilcotin stories transcribed by June Williams.

- The Athabaskans: Strangers of the North
- Cultural Relations of the Chilcotin Indians of West Central British Columbia by Lane
- Traditions of the Chilcotin Indians by Farrand
- Notes on the Western Dene by Morice
- a Chilcotin language source book
- an extensive collection of Chilcotin language tapes.

Evaluation is be conducted by teacher prepared tests which are administered on a regular basis to evaluate student progress and to identify areas for re-teaching.

The course is taught by the Williams Lake Junior Secondary Chilcotin Studies teacher, and the Columneetza Native Career and Course Counsellor.

For further information contact: Joan Gentles, Coordinator of Indian education, School District #27, 350 North Second Ave., Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #59 (Peace River South), Dawson Creek/Chetwynd

Indian Education Programing

(Learning Assistance, Consultant, Elementary, Secondary)

The District philosophy is that all students should be treated equally, with no special emphasis on any particular group. As a result there are no special cultural programs for Native Indian students in the main schools in the District, but special programs are available to all students on the basis of need.

Native Indian students are included in some special programs but no formalized attempt is made to incorporate Native culture into the curriculum. There is a District Native Education Consultant and she will arrange for Native Indian speakers or demonstrators of crafts and skills if requested.

In addition the District Native Education Consultant works closely with the teachers to provide increased opportunities for language development and formal language acquisition in the regular school setting.

The District contracted with Dr. Art More (UBC) and Mrs. D. Cullinane, (Native Indian Education Consultant) last school year for an assessment of the existing programs and served. From this assessment there will be increased emphasis on language development and support programs for Native students within the regular school setting. Also this year, planning includes a Native Education Centre at the Dr. H.J. O'Brien Educational Centre. This is to be established in conjunction with the Nawican Program and in support of all Native Indian students within the district.

For further information contact: John Kendrew, Director of Special Education, School District #59, 929-106th Avenue, Dawson Creek, B.C. V1G 2N9. Ph. 782-8571.

School District #59 (Peace River South), Dawson Creek

Nawican Alternate School

(Alternative School, Academic Skills Development, Life Skills, Indian Studies, Secondary)

The program's focus is academic upgrading and regular grade progression tied with a Native studies component. The Nawican Alternate School is designed to instill pride in being Native Canadian. At the same time, skills are taught to enable students to function successfully and cope with the difficulties associated with cultural duality. The psychological, philosophical base of the Nawican Alternate School is Adlerian. Natural and logical consequences, together with democratic humanism are natural functioning components of the program. Students are expected to strive for excellence at all times in all endeavours.

The Nawican Alternate School admits students complying with the following criteria: (1) reside within the confines of Dawson Creek school attendance area; (2) be between the ages of 12 and 18 years; (3) be free from severe mental/emotional handicaps; and (4) be free from a history of physically violent behavior.

The school accepts students from all races and creeds. The students and parents must consent to the admission. The school cooperates with all other agencies in ensuring the general safety and well-being of the studen· The decision to admit a student is made after a two week trial period.

For further information contact: Mr. P. O'Reilly, District Principal, O'Brein Educational Centre, 10512-135 St., Dawson Creek, B.C. V1G 3W6.

School District #87 (Stikine), Deas Lake, etc.

Indian Education Programs

(Indian Language, Indian Studies, Teacher Aide, Elementary, Secondary)

School District #87 (Stikine) contains six schools:
- Dease Lake Elementary
- Snowridge Elementary
- Lower Post Elementary
- Atlin Elementary/Junior Secondary
- Telegraph Creek Elementary/Junior Secondary
- Cassiar Senior Secondary.

These schools enroll populations of Indian students, drawn from three tribal groups (Tahltan, Tlingit, and Kaska), which vary from few Natives at Snowridge to almost 100% Native students at Lower Post. Consequently, implementation of Indian education programs also varies from school to school.

However, when schools, Bands and surrounding communities show an initiative to implement a program, the school district readily supplies resource materials. Among the programs extant in School District #87 are:

- Native Language Instruction is available at most schools in the district. Five part-time Native resource persons provide instruction in the three dialects (Tahltan, Tlingil and Kaska) in the appropriate schools. The most intensive Language Program is offered at Telegraph Creek by the only full-time language instructor.
- Northern and Native Studies which deals primarily with culturally and environmentally relevant life skills training, Arts and Crafts. The most intensive Northern and Native Studies program is offered at Lower Post.
- Native Aides, of which there are three, offer support, Learning Assistance, and home/school liaison. They are primarily employed in the Telegraph Creek area.

For further information contact: Mr. Keith Lanphear, School District #87 (Stikine), Cassiar, B.C. V0C 1E0. Ph. 778-7758.

Fort Babine Indian Band, Fort Babine

Fort Babine School

(Band Controlled School, Elementary, Secondary)

The Fort Babine Education Committee has been incorporated and functioning since April, 1983. This is a Band Controlled school with grades from K to 12, the high school section (grades 8 - 12) is taught through correspondence. There are two teachers, and two teacher aides for assisting the pupils with correspondence courses. There is also a pre-school teacher. The correspondence program has been very successfull in bringing the young adults back to school; many had dropped out of school at the end of grade seven. Prior to the formation of this school the children all attended boarding school.

For further information contact: Fort Babine School, P.O. Box 1089, Smithers, B.C. V0J 2N0

School District #81, Fort Nelson

Native Crafts

(Crafts, Elementary)

The goal of this project is for both Indian and non-Indian students to perceive that Indian cultures are important. This is accomplished by teaching Native crafts to all students and integrating Native crafts into the art curriculum.

The Native crafts program is used in every class within the school. Grade level curriculum objectives are used. The Cultural Demonstrator in charge of the program works in cooperation with the classroom teacher. Some classes are taught with the full class, while others are taught to small groups from the class.

The program has evolved from beading to Native crafts. It is hoped that the program will continue to grow into a more formalized structured curriculum. Funding comes from both the regular school budget and fund raising from within the school. Teacher. Demonstrator and Administration discussions form the basis for evaluation.

For further information contact: Mr. I. B. Graham, Principal, R.L. Angus School P.O. Bag 750, Fort Nelson, B.C. V0C 1R0. Phone 774-2738

School District #81, Fort Nelson

Slave Language Programs

R.L. Angus School

The goals of the Slave Language project in this school are to have Slave and non-Slave students learn the value of the language, thereby promoting tolerance and understanding of the language and to offer a third language in the school.

Eighteen students participate in this program. It is taught to both Native and non-Native students in grade four.

The Slave Language is not written so it is taught primarily by visual materials. Instructional activities are in a weekly format in English. It is hoped that the materials can someday be translated by a linguist and packaged for future instructors in this program.

Not only are the students introduced to the language of the local Native people, they are also taught to understand the different lifestyle and traditions of the Slave people in this area.

For further information contact: Mr. I. B. Graham. Principal, R. L. Angus School, P.O.Bag 750, Fort Nelson, B. C. V0C 1R0 Phone 774-2738

Carlson Elementary

This year we had a very successful program. It consisted of our Slave teacher, Mimi Needlay, teaching a class of nine students. It was unique this year in that all students were non-Slave students. All benefitted. It is planned to continue the program on its present basis. The enthusiasm shown in the project by the non-Slave students was a notable feature.

For further information contact: John Ross, Bag 810, Fort Nelson, B.C. V0C 1R0 Phone 774-6941.

Fort Nelson Indian Band, Fort Nelson

Chalo Pre-school and Kindergarten

(Band Operated School, Pre-school, Kindergarten, Elementary, Indian Language)

Chalo School is a Band Controlled School offering classes from Junior Kindergarten (3 and 4 years) to Grade 4. The pre-school meets every afternoon and the kindergarten meets every morning.

The school has 3 full-time certified teachers and 2 FTE teacher aids/cultural demonstrators for Cree and Slave language instruction and a cultural skills demonstrator. Crafts taught have been beading and moccassin-making from hides tanned on the reserve.

The school operates on a low pupil-teacher ratio and delivers the B.C. curriculum with cultural enhancements. The program is supervised by a full-time Director of Education reporting to the Band Board of Education.

Future Plans

1. The inclusion of an alternate class covering grades 8, 9, and 10 to retrieve 'drop outs' and retain 'at-risk' students.
2. Currently examining the possibility of a school year more suited to the community and its life/work patterns.

For further information contact: Mike Gilbert, Director of Education, Fort Nelson Indian Band, RR #1, Mile 293, Alaska Hwy, Fort Nelson, B.C., V0C 1R0. Ph. 774-7257 or 774-7260 (FAX)

Fort Nelson Indian Band, Fort Nelson

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

The Home School Coordinator acts as a liaison person between the school staff and the members of the Band. There are about 135 Native Indian students in the Fort Nelson Band, most of whom attend the Fort Nelson District #81 schools.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Mr. Mike Gilbert, Director of Education, RR # 1, Mile 293, Alaska Hwy, Fort Nelson, B.C. V0C 1R0 774-7257 or 774-7260 (FAX).

School District #56 (Nechako), Fort St. James

David Hoy Elementary School Programs

(Home School Coordinator, Teacher Aide, Language Arts, Math, Indian Language, Elementary)

One full-time HSC/Teacher's Aide provides mathematics and language arts assistance to students in Grades K-4. One part-time Carrier language teacher provides grades 2-7 students with instruction in elementary Carrier language and culture.

The Carrier language teacher is Native Indian, fluent in the Carrier language, and certified under the auspices of the College of New Caledonia with further training from the Yukon Native Language Centre.

Materials are provided by the Carrier Linguistic Committee. A full listing of these materials is available on request. The instructional program emphasizes listening, speaking, reading and writing. Cultural aspects include Native songs, dance and handicrafts.

The Carrier program is available to all students in the school as an alternative to Elementary French. Each instructional group is allotted 3 - 1/2 hour periods in the regular school timetable.

An instrument to evaluate the effectiveness of the program is under review.

Funding for the Carrier language and Curriculum Program is provided by the Ministry of Education.

For further information contact: Mr. W. H. J. Ladner Principal, David Hoy Elementary School, P.O. Box 880, Fort St. James, B.C. V0J 1P0. Ph. 996-8237.

School District #60 (Peace River North), Fort St. John

Home School Coordinator

(Home School Coordinator, Indian Language, Indian Culture, Elementary)

A Home School Coordinator is now funded for half-time by the Indian Education Branch of the Ministry of Education. The position was initiated in 1974.

The aims of the programs are:
- to improve school attendance
- to promote rapport between homes and schools
- to provide information to parents and school personnel
- to promote appreciation of Indian culture in the schools.
- to liaise with community agencies

The following services are provided:

1. home visits, particularly to assist enrollment of kindergarten children, to explain report cards
2. close monitoring of kindergarten and primary children
3. liaison with Learning Assistance teachers and coordinators
4. encourage parents to visit schools
5. show and explain film "Beaver Indians" and slide-tape "Moose Hide Tanning at Kelly Lake", and arrange Indian resource people
6. assist in developing Indian Studies units
7. arrange bus service and car pools.

The Home School Coordinator works closely with a group of Native women in town, who are addressing problems that involve their community and its children. These women are about to attempt to set up a network with the women on reserves to offer support and help to each other.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Irene Lethbridge, Home School Coordinator, School District #60, 9803 - 102nd Street, Fort St. John, B.C. V1J 4B3. Ph. 785-6785.

School District #60 (Peace River North), Fort St. John

School-based Native Indian Education

(Learning Assistance, Elementary)

The goal of the School-based Native Indian Education project is to improve literacy and numeracy among Native Indian pupils.

Many of the Native Indian students in this district have English as their second language. Therefore, the majority of these children receive remediation and language development programs in addition to their regular school programs, in their home schools.

For further information contact: Mark Stevens, District Principal, Special Education, School District #60, (Peace River North), 9803-102nd St., Fort. St. John, B.C. V1J 4B3, Ph. 785-6785.

School District #60 (Peace River North), Fort St. John

Learning Assistance, Upper Pine

(Learning Assistance, Language Arts, Elementary, Secondary)

The Ministry of Education funds one half-time teachers for preventive programs in this school. Upper Pine Elementary/Junior Secondary school has a sizable populations of Indian students from the close-by reserves. The program aims to provide support services to these students within the mainstream. The native Indian students are assisted in whatever subject areas are necessary for success within the public school system by:

- conducting language development programs especially at the primary level
- providing one-to-one or small group tutoring
- assisting classroom teachers by providing materials and programs, and
- evaluations to determine improvements in classroom work and year-end results.

Upper Pine Elementary/Junior Secondary School offers Learning Assistance to Native Indian students in kindergarten to grade 8. The service is available to 20 children at a time. The children are seen on a short term (approximately six weeks) one-to-one basis. A language development, preventive program, is offered to the primary children emphasizing oral learning, vocabulary and reading readiness skills. The program for the intermediate grades 4-8 is designed to maintain the children in their regular classrooms. Learning Assistance is offered in language arts (vocabulary, sentence structure, spelling and oral and written expression), math and library skills. The older children are encouraged to have the confidence to ask for help, to find success, and to continue with their education.

For further information contact: Richard Koop, Upper Pine Elementary/Junior Secondary School, School District #60 (Peace River North), 9803 - 102nd Street, Fort St. John, B.C. V1J 4B3. 827-3232.

Fort Ware Band, Fort Ware

Fort Ware School

(Band Controlled School, Indian Culture and Contemporary, Elementary)

The school employs four teachers and two teacher aides. The school addition is completed and a community based high school program can be developed which will train people for employment and community service at Fort Ware.

Sekani Awareness Program

A joint project is run by the Band and the DIA. In March, when school is closed, the teachers and students accompany the parents on their traplines. During this time the parents become the teachers and the teachers become the students learning about traditional and contemporary hunting and trapping and family socialization. When school re-opens the experiences on the trap line are integrated into regular curriculum. This program in cross-cultural living has proved valuable in compensating for a large staff turnover.

During the 1984/85 school year the program was expanded to include a trapping program. Students actually operate a trapline for a 4-week period including setting of traps, preparation and sale of fur, and operating a winter camp on the trapline.

For further information contact: Principal, Ft. Ware School, Fort Ware, B.C. Ph. 471-2002.

Fraser Lake Band, Fraser Lake

Pre-school and Kindergarten

(Band Controlled, Pre-school, Kindergarten)

A fully qualified pre-school teacher was hired for the students

For further information contact: Fraser Lake Band Administration Office, P.O. Box 36, Fort Fraser, B.C. V0J 1N0. Ph. 690-7211

School District #60 (Peace River North) Halfway River

School-based Native Indian Education

The goal of the School-based Native Indian Education project is to improve literacy and numeracy amongst Native Indian pupils.

Many of Native Indian students in this district have English as their second language. Therefore, the majority of these children receive remediation and language development programs in addition to their regular programs.

For further information contact: Mr. Mark Stevens, District Principal, Special Education, School District #60 (Peace River North), 9803-102nd Street, Fort St. John, B.C. V1J 4B3. Ph. 785-6785

School District #60 (Peace River North), Halfway River

Halfway River School Programs

(Indian Culture, Crafts, Elementary)

The school has a special project yearly. The building of a skating rink has enabled the first ever hockey team to represent the community. The school children are all receiving skating instruction.

Another special project has been the development of a cross country ski program.

In 1982 the project was a chicken raising scheme. Newly hatched chicks arrived and the students had to arrange/build shelters for them, obtain feed for them and care for them. The grown chickens were kept as an egg-laying project but by fall the economics of the project was in doubt. Counting food, time spent caring for the chickens, weekend and summer caretakers it was estimated that each egg cost $1 to produce. It was decided to divest the school of the project, but the students didn't eat the chickens, a family in the community has taken them over.

One afternoon a week a member of the community comes to the school to teach crafts or initiate a culture project. The 32 students have made their own moccasins from locally tanned hides. A language project is in the planning stages.

For further information contact: Principal, Halfway River School, Wonowon, B.C. V0C 2N0. Radio Phone Channel 1YL Number N699356.

Ingenika Band, Ingenika Point

Ingenika School

(Band Controlled School, Indian Language, Elementary, Secondary)

This is a Band Controlled school with 50 students from kindergarten to grade 10. There are two teachers and two teacher aides employed in the school. Sekani is the Native language at Ingenika. There are no culturally significant programs in progress to this time.

For further information contact: Marie Abou, Ingenika Band, Ste., 1396 Fifth Ave., Prince George, B.C.. V2L 3H4. Ph. 562-8882

School District #59 (Peace River South), Kelly Lake

Kelly Lake School

(Language Arts, Indian Culture, Elementary, Secondary)

The goal is to create a school that serves the educational needs of the Kelly Lake Community with an emphasis on students language development.

This program is intended to provide support to the Native Indian student entering and continuing with the regular school program. Emphasis is on formal language acquisition along with a strong sense of traditional culture, lifestyle, and language. In addition to the teachers there are two Native personnel hired in support of the 50 students in this K-9 school.

For further information contact: Mr. Richard Sample, Kelly Lake School, P.O. Box 19, Site #1, via Hythe, Alta. T0H 2C0. Ph. 782-8571.

School District #87 (Stikine), Lower Post

Lower Post Elementary Extension Program

(Teacher Aide, Language Arts, Math, Indian Culture and Contemporary, Elementary)

The Teacher Aide works with approximately 25 Native Indian children enrolled in grades 1 to 8. Primarily she offers assistance with tasks related to academic skill building. In Language Arts, listening and thinking skills are emphasized. The Ginn 720 basal series is supplemented by the high interest/low vocabulary "action" series. In Math the stress is on consumers' skills. Where appropriate, northern and Native content is introduced into the regular curriculum. The intermediate students work on a trap line registered to the school, which offers experiences in setting traps, skinning animals, selling skins and balancing accounts. Students also participate in gold mining using the sluice box. Three claims along the river are held by the school yielding $40.00 worth of gold per cubic yard of sand. Instruction in beading and quilling, as well as moose hide tanning and moccasin making, are occasionally offered by local resource people.

For further information contact: The Principal, Lower Post Elementary School, Lower Post, B.C. V0C 1W0. Ph. 779-3371.

School District #59 (Peace River South), Moberly Lake

Moberly Lake Community School

(Indian Culture, Crafts, Elementary)

The goal of the program is to create a school that serves the entire community and responds to community needs. The community includes the West Moberly Reserve, East Moberly Saulteau Reserve and homes around the lake between the two reserves.

The present program is the result of six years of community cooperation and work. The school offers a "culture block" of local instructors in the school. Community members teach Cree, local history, cross country skiing, snow shoeing and hockey. Community members have worked to improve the school site, which is located on five acres of lakeshore property. There are 40-60 students in Grades K-5.

The school library is used by all community members and has a special collection of Indian history and crafts. Craft evenings are held at the school where local artists have taught beading, hide and leatherwork, fur crafts and traditional drum making.

For further information contact: Ray Irwin, Principal, Moberly Lake School, Gen. Delivery, Moberly Lake, B.C. V0C 1X0. Ph. 688-2574.

Moricetown Band, Moricetown

Moricetown Elementary School

(Band Controlled School, Indian Culture, Indian Language, Elementary)

Moricetown Elementary School is a Band Controlled School under the direction of the Band of the Kyah Wiget School Society.

The goals of the society include:
- To provide an elementary school education in Moricetown.
- To educate students in a supportive environment.
- To implement local language and culture into the school program.

Summary Description: The school has a K4 - Grade 5 program. Projected enrollment for 88/89 is 69 F.T.E. students. Five full time teachers are employed and two part-time teachers teach the Wet'suwet'en language and Pre-School program.

The Moricetown Elementary School started with a Kindergarten to Grade 3 (K-3) program in 1985-1986. Each successive year a grade has been added to work towards the fulfillment of the goal to have a complete elementary school program of Kindergarten through grade seven. The very positive result has been that students who started with the School in Grade 3 have been able to continue their education at the

Moricetown Elementary School to grade 5.

The decision to include grade six for 88/89 allows fifteen students, among whom there are several with special needs, to remain in an environment where they have come to feel at home, and where their learning needs can be met in an atmosphere of mutual support of home, school and community.

The addition of grade six to the school program allows the school to expand its music and athletic programs. A qualified teacher is on staff to implement a music program for a Band with brass and other musical instruments.

Future plans are to expand to a complete Elementary School program.

Unique aspects of the project are the implementation of the Wet'sewet'en language program, and development of a wrtten form of the Wet'suwet'en language.

For further information contact: Ross Hoffman, Principal, RR #1, Comp. 1, Site 17, Moricetown, B. C., V0J 2N0. Phone:847-2133.

School District #57, Prince George

Native Tutorial Program

(Tutor, Liason, Secondary)

The goals of the program are:

- for Native Indian students to develop positive attitudes towards the value of education in their lives,
- to increase daily attendance and participation in school activities,
- to improve communication with teachers and counsellors and to develop rapport with non-Indian students,
- to develop greater assertion in the non-Indian community.

It is a program for over 200 students status and non-status Indian students from eight secondary schools in the Prince George area. The two teachers are based at the Ron Brent Elementary School. Contacts and referrals are received from students, teachers and counsellors. Students are seen at their own high school once or twice a week depending on need. Home visits may be required. The teachers provide some individualized instruction in a few cases, but quite often the types of gains achieved are attitudinal changes and improvements in regular daily attendance. They offer individual or group counselling and promote social, cultural, and extra curricular activities. The teachers liaise with other teachers and principals and assist the Director of Special Education in establishing effective policies regarding the educational programming for Native Indian students. To ensure input from the Native Indian community, regular contact is maintained with the Administrative Personnel of the Doh Day De Claa Friendship Center and the Native Advisory Committee. Attendance statistics are compiled with the expectation of a steady improvement. A questionnaire survey is conducted each

May. A district-wide survey identified the need to expand the service to the elementary school and to provide in-service workshops to teachers with regard to working with Native students.

The program is administered by School District #57 and funded by the Indian Education Branch of the Ministry of Education.

For further information contact: David DeVore, Director of Special Education, School District #57, 1894-9th Ave., Prince George, B.C. V2M 1L7. Ph. 564-1511 (local 327).

School District #57, Prince George

Elementary Native Student Support

(Home School Coordinator, Elementary, Secondary)

This project provides home-school coordination for Native students and in-school support as student advocates and teacher aides.

About 300 students are served in 9 elementary schools in Prince George. Three support staff travel to school and homes to improve home-school communication and attendance. Cultural activities and some tutoring occur. The staff meet with a Native Advisory Committee as a formal channel for discussion with school and Native community representative. The service will begin its 3rd year in 1988.

For further information contact: David Devore, Director of Special Education, School District #57, 1894-9th Ave., Prince George, B.C. V2M 1L7. Phone: 564-1511 (local 327).

Quesnel Friendship Center, Quesnel

Home School Coordinator

(Home School Coordinator, Friendship Center, Alternate School, Elementary, Secondary)

The Quesnel Tillicum Society provides a number of services to the Quesnel community through the Quesnel Tillicum Society Friendship Center, which employs 16 full-time and two part-time employees. The Center receives funding for their services from the Department of Indian and Northern Affairs, the Ministry of Education and the First Citizen's Fund.

The Center provides Home School Coordinator service to Kluskus and Nazko Indian students in Nazko and Quesnel. The Home School Coordinator deals with all aspects of education of the two bands. The students range from nursery to university level. The coordinator maintains contact with students, parents, teachers, and organizations such as Human Resources, Health Services, and the Band councillors. In addition, financial assistance and personal counselling is provided for all students whether on the Boarding Home Program or outside Quesnel attending post-secondary institutions.

The Center also implements a program called Native Awareness Days, which consists of student/elder luncheons, and sports and recreational activities to assist in the retaining of cultural identity and values.

An alternate education program for Native children at the elementary level in the Quesnel area, is continuing operation. This program receives support and funding from the local school district. Adult education classes are offered through the Canada and Employment and Immigration Commission, the Quesnel Friendship Center, and the College of New Caledonia. The Friendship Center also maintains an outreach program.

A Special Needs Program exists as a counselling and referral system for Nazko and Kluskus Indian bands. It provides information regarding training or education, and help for the disabled or elderly.

Positive Indian parenting is a program funded by N.A.F.C. Community Interaction Program, based on a manual produced by the Northwest Indian Child Welfare Institute. This program attempts to rebuild parenting skills, lost through mission school and non-Native adoptions and foster homes. It is offered through the Quesnel Friendship Centre and is the first of its kind in British Columbia.

For further information contact: Maggie Ferguson-Dumais, Program Director, Quesnel Tillicum Society, 319 N. Fraser Drive, Quesnel, B.C. V2J 1Y8.

School District #28, Quesnel

Tutorial Assistance (K-12)

(Learning Assistance, Tutor, Elementary, Secondary)

Goals:

1. providing direct tutorial assistance in the academic core areas, for Native students who require additional assistance
2. to enable intermediate and secondary Native Indian students to achieve successfully in their school endeavors.
3. to provide assistance to the regular classroom teacher and the Learning Assistance teacher by providing a tutor in math, reading and writing, and help with homework.
4. to be available to discuss Native Indian student concerns about their environmental and cultural experiences.
5. to provide consistent support to those children who transfer to a number of different school during the school year.
6. to allow the Native student to remain integrated in the school system.

For further information contact: Mr. Ed Napier, Director of Instruction, School District 28, 450 Bowron Avenue, Quesnel, B.C. V2J 2H5. Ph. 992-7211.

School District #28, Quesnel

Native Education Program

(Curriculum, Coordinator, Elementary, Secondary)

Goals of the Project

Year 1 (1986-87) - Making Goals
Year 2 (1987-88) - Developing our Resources
Year 3 (1988-89) - Implementing our Dreams
Year 4 (1989-90) - Focusing On Our Students
Year 5 (1990-91) - Evaluating our Progress

In 1986, Dr. Art More and John Kafka did a Needs Assessment for the Quesnel School District. Its 18 recommendations covered the entire spectrum of Native Education from curriculum development to student academic performance to liaison with Native communities. After the local Native Education Advisory Committee (comprised of Native and community representation) priorized these challenges, a Native Education Resource Teacher drew up plans to meet with them. A five-year plan was drawn up starting with community liaisoning, then on to developing curriculum and implementation and finally focusing on student student response and evaluation. At the present time (May, 1988), the district is preparing curriculum on all fronts, but primarily the secondary level. Each year, in turn, is divided into community-school district-or evaluation-centred components to ensure contact at all levels throughout the process.

The school district has provided a comprehensive commitment to the furtherance of Native Education by building on a strong foundation (The Needs Assessment) and creating a cohesive multi-year program.

For further information contact: Nate Bello, Native Education Resource Teacher, School District 28 (Quesnel), 450 Bowron Avenue, Quesnel, B.C. V2J 2H5.

School District #54, Smithers

Special Services, Smithers Secondary School

(Indian Culture, Curriculum, Secondary)

The goal of the project is to improve the success rate of Native students in the school.

The services offered to the approximately 30 Native students in this school, beyond those already offered to all students, are those of a special counsellor (half time), and of a Home School Coordinator (40%). A block of Native Studies 9/10/11 has been offered in 1987/88 and that may be continued with a more structured curriculum.

For further information contact: Mr. Harald E. Jordan, Box 849, Smithers, B. C. V0J 2V0. Phone 847-2231.

School District #54, Smithers

Indian Education, Homework Assistance

(Liaison, Tutoring, Secondary)

This program, which operates out of Chandler Park School, has as its goal, success for Indian students.

The program is essentially focussed on helping the students develop skills and patterns of behaviour that are needed to succeed in school. This program currently involves 19 students.

Two staff members share the 0.5 FTE allocation. One teacher is responsible for maintaining home contact and working with the Native Home School Coordinator. Home problems, poor attendance, frequent lates, and personal problems are closely monitored.

The other facet of the program is the Homework Assistance Class offered daily for Native students who are failing one or more of their regular classes. As non-completion of homework is the most common problem, this assistance is provided to ensure comprehension of course content and to develop essential work habits. An evaluation form provides students with clearly stated behavioural expectations, patterns of weaknesses can be identified and appropriate counselling provided.

This is the first year the Homework Assistance Program has been in effect. The effectiveness has been evident by an increase in the amount of work these students are turning in and an improvement, although minor, in their term marks. The program is of value, but further accomodations are going to be needed to meet the needs of these students.

Future Plans

Kinesthetic and visual learning modalities are dominant in Native students. Future plans include focussing on teaching strategies in their regular classes that will accomodate this.

For further information contact: Cheryl Hofweber, Box 4586 Smithers, B. C. V0J 2N0. School: 847-2211 Home: 847-3974.

School District #54, Smithers

Indian Education Program, Muheim Memorial School

(Tutoring, Learning Assistance, Elementary)

The goal of the Indian Education program is to give support to the Native students so that they can fit into groups within the regular classroom. The children receive instruction on an individual basis or in small groups in order to correct specific weaknesses that they may have.

There are presently twenty-three native Indian students from kindergarten to grade 6 in this program. These students can be separated into three different categories:

1. Those students receiving short term remediation which means they have been removed from the classrooms for only short periods of time throughout the year.
2. Those students who speak a different dialect of English and require language development activities. These students have received long term remediation in order to keep up to their classroom groups.
3. Those students who are unable to profit fully from the regular programs offered in the classrooms. Special programs have been developed to meet the needs of these students.

For further information contact: Principal, Muheim Memorial School, Box 2260, Smithers, B.C., V0J 2N0. Phone: 847-2688.

School District #54, Smithers

Special Services, Lake Kathlyn Elementary School

(Learning Assistance, Language Arts, Elementary)

The objective of this program is academic upgrading and remediation. This component of the Learning Assistance Program serves 3 native Indian students from grades 1-6. These children come from the Moricetown Reserve which is 20 miles away.

The program attempts to support the children in the regular mainstream. The children attend the center for at least half an hour two times a week. Individual and small group instruction is provided. Many of the children speak a different dialect of English and require language development activities. Supplementary materials which emphasize the cultural background of the children have been developed at school (i.e., 6 booklets). Other material has been collected from various districts and is used in the program.

For further information contact: Mr. Ken Anderson Services, Lake Kathlyn Elementary School, R.R. #1, Smithers, B.C. V0J 2N0. Ph. 847-9427.

Stony Creek Band, Stony Creek (Vanderhoof)

Stony Creek Kindergarten

(Band Controlled Kindergarten, Coordinator)

The Stoney Creek Band has an active Kindergarten employing 1 teacher and a half-time Teacher Aide. Cultural input is provided through the Elders' Society. The children learn their language and dances. Tentative plans are being made to have a Band controlled school K-12 by 1991. The school would have considerable cultural input from a current and historical perspective.

The Band also employs an Educational Administrator who is responsible for all facets of education.

For further information contact: Ms. Helen Jones, Band Manager, Stony Creek Band, P.O. Box 1069, Vanderhoof, B.C. V0J 3A0. Ph. 567-9293.

Stuart-Trembleur Band, Tache

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

The Band employs one Home School Coordinator responsible for Band members attending elementary, secondary, and post-secondary school in Tache, Binche, Portage, Fort St. James, Vanderhoof, Fraser Lake, and Prince George. The coordinator is a counselling liaison between the homes and the school. She attends meetings and monitors student behavior, progress and achievement. She visits schools on a regular basis every month.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Tache School, Home School Coordinator, Post Office Bag 60, Fort St. James, B.C. V0J 1P0. Ph. 648-3212.

Stuart-Trembleur Band, Tache

Tl'azt'en Curriculum Development

(Curriculum, Elementary, Secondary)

Extensive research has been conducted by a team of researchers since September 1976. The team obtains historical information from the elders of the village and has access to the Catholic School files. At the school, each child is encouraged to trace his or her tribal ancestry. The traditional songs, stories and dances of the clan are then learned. The historical information of the Band is integrated into many other facets of the school curriculum including such areas as Social Studies, art, music, dances, potlatches, and legends. Legends have been recorded on video and cassettes and are at the Culture Center. The Culture Center has been in operation since October 1, 1981 and employs an Art and Woodcarving Instructor, two handicraft workers, and one person as the coordinator of the project. These people work with the Tache School students and the woodcarver instructor also goes to other schools in the area that have students from the Stuart Trembleur Band.

For further information contact: Education Coordinator, P.O. Box 670, Fort St. James, B.C. V0J 1P0. Ph. 648-3645.

Stuart-Trembleur Band, Tache and Portage

Carrier Language Program

(Band Controlled Program, Indian Language, Curriculum Development, Elementary)

This program has been in operation since September 1974, is administered by the Band, and funded by DIA. The Carrier Linguistic Committee has developed a set of language workbooks which are used at the intermediate grade level in the Federal School. There are 79 students from grades 1 to 7. The program employs two Carrier language teachers. The objective of the program is to have students speak the Carrier language fluently as well as to develop the ability to read and write the language. The grades 1 and 2 children attend the oral language class and the grades 3-7 learn to read Carrier with the aid of flashcards, calendar reading and the workbooks. The students attend 30 minute classes daily. The majority of the children are bilingual and are all able to translate sentences from Carrier to English and vice versa.

The Stuart-Trembleur Band has built a new school for children up to grade 12 - the size of the school is 23,000 square feet. It has four classrooms, a science room, a multi-purpose room, library, woodwork room, a home economics and arts and crafts room.

For further information contact: Ms. Aimie Felix, Education Administrator, Stuart Trembleur Band, P.O. Box 670, Fort St. James, B.C. V0J 1P0.

Stuart-Trembleur Band, Tache and Portage

Tache School, and Portage Village School

(Band Controlled School, Teacher Aide, Indian Language, Elementary)

The kindergarten and nursery school are administered by the Band and funded by DIA. The nursery/kindergarten employs a full-time teacher and teacher aide. There are 17 students enrolled in nursery school and 15 enrolled in kindergarten. Children learn to get along with others, to write their names, to know their colors, to count, to identify alphabet letters, do exercises and to speak the Carrier language. They also learn nursery rhymes, poems and songs.

The Portage Village School enrolls children in grades K-7. There are 2 teachers and 2 teacher aides (one of whom teaches Carrier Language).

For further information contact: Ms. Aimie Felis, Education Administrator, Tache School, Post Office Bag 60, Fort St. James, B.C. V0J 1P0.

Takla Lake Band, Takla Landing

Takla Landing School

(Band Controlled, Indian Language, Home School Coordinator, Pre-school, Elementary, Secondary)

There are 60 students from kindergarten to grade 10. The pre-school is Band Controlled with one teacher. There are four teachers and four teacher aides employed by the DIA to teach grades 1-9. The language program is based on the Carrier material developed by the Carrier Linguistic Committee at Fort St. James. Native dance classes began in 1980-81. A provincial wildlife survey program failed to materialize due to difficulty getting provincial wildlife officers into the area.

The Band administers other educational programs including location and supervision of senior students in boarding homes, allowance for students and attendance at vocational programs held both at Takla Landing and elsewhere. An evening adult education upgrading program is conducted in the school.

For further information contact: Peggie West, Education Administrator, Takla Lake Band, General Delivery, Takla Landing, B.C. V0J 2T0.

Takla Lake Band, Takla Landing

Education Committee and Education Administration

(Band Controlled, Indian Education Committee)

Education Committee

The Education Committee plans the education budget and band training projects for the Band. It meets with the principal to plan curriculum, special events and trips. The committee supervises the education administrator, and maintenance personnel for the school. The Committee is also responsible for guidelines for selection of principal, teachers and teacher aides, as well as rules for boarding home students. The Committee reviews the budget monthly to plan uses for surpluses to assist with funding requests.

Education Administrator

The administrator is responsible for keeping time sheets for teacher aides, substitute teachers and for teachers at Band Controlled school. She/he also helps locate candidates for the teacher aide and substitute positions.

The administrator arranges funding for Band members to participate in courses offered by the College of New Caledonia and Canada Manpower.

The boarding home program is also part of the administrator's responsibilities. These responsibilities include: meeting with the students and their parents, locating boarding homes, clarifying boarding program rules, and assisting in enrollment of boarding students.

For further information contact: Takla Lake Band, General Delivery, Takla Landing, B.C. V0J 2T0.

School District #87, Telegraph Creek

Tahltan Elementary/Junior Secondary School

(Indian Language, Curriculum, Pre-school, Elementary, Secondary

Approximately 90% of students in Tahltan School are Tahltan Indians in K to Grade 10. There are 7 teachers, a full time aide/secretary and a Native Language teacher.

The Tahltan Education Committee provides support and direction to the school through regular meetings. In addition the Band employs a Home School Coordinator who helps to provide the essential liasson between the school and the community. The Band also runs a highly successful pre-school program.

An annual Native Language program is run using techniques taught at the Yukon Native Language School. The Tahltan language is not a first language for any students today and the language program in the school often seems to be operating in a vacuum.

A major effort is being made with the 13 to 18 year old students in the Junior Secondary grades to improve their self-image and to raise the awareness of their cultural identity. Provincial Social Studies and Language programs have been greatly modified to reflect the needs of these students. Curriculum support materials have been developed for units on Tahltan ethno-archeology and early post-contact history.

For further information contact: Principal, Tahltan Elementary/Junior Secondary school, Telegraph Creek, B.C. V0J 2W0. Ph. 235-3441; or Home School Coordinator, Tahltan Band Council, Telegraph Creek, V0J 2W0. Ph. 235-3151.

School District #56 (Nechako), Vanderhoof

Native Indian Education

(Indian Language, Teacher Aide, Elementary, Secondary)

To encourage participation, enhance academic development, and foster a feeling of recognition within the school and community system, School District #56 (Nechako) employs 10 people to work specifically in Native Indian education, including aides and Carrier language instructors. These people have two main responsibilities at present. One is to help all students, but specifically Native Indian students, to acquire the necessary basic skills that will enable them to find success both in and out of school. The other is to continue to bridge the cultural or social gaps that may exist between individuals, the school, and the community. These responsibilities are carried out in all school programs essentially, but specific accountability for Native Indian students lies with the Carrier Language Program and the Native Aides.

School District #56 schools with Native Aide or Native language Instructors include:
Sowchea Elementary
David Hoy Elementary
Nechako Valley Secondary
Mouse Mountain Elementary
Fort St. James Elementary/Secondary
Fraser Lake Elementary/Secondary

Teacher Aides

The Native Indian teacher aide provides extra help to primary and intermediate Indian students who require personalized tutorial enrichment. In many cases the aide simply lessens the initial trauma of students entering a predominantly non-Native school. Evaluations of the programs are completed in consultation with the teachers and principals with whom the aides work. The programs are funded under Category 3.31 Indian Education.

Carrier Language Program

There are two Carrier language teachers. One teaches at Mouse Mountain School. Another teaches at Sowchea Elementary and David Hoy Elementary. The Carrier language classes are open to all students. About 100 students are enrolled in language programs for periods of from 15-30 minutes per week. The accent is on oral communication but some written work is done. Effective use is made of visits by elders to tell stories and to teach crafts. In some places the school has been invited to potlatches as an outgrowth of programs in the school.

It is hoped to develop the Carrier language curriculum to the level that French now has, that of a Modern language worthy of study and appreciation.

Native Aides and Home School Counsellors

The school district also employs a home-school counsellor in each of the three secondary schools. These counsellors generally work with Native Indian students and their parents to help prevent and/or seek solutions to problems that may arise in the school, home, or community. These people provide the much needed liaison between the school and the Native communities. They promote positive interpersonal relationships, and foster better academic achievement for many Native Indian children on the secondary level.

Aides to Native Indian children are employed to assist teachers and students on the elementary level at Mouse Mountain Elementary School, W. L. McLeod Elementary School and David Hoy Elementary School. Although the aides often perform the tasks of the Native counsellor, their jobs are largely within the school, helping with regular classroom functions. They promote good attendance and behavior, explain school policies and reporting methods to children and parents, encourage parents to attend school functions, and provide a positive adult model in the school.

Other Special Support Services

Learning Assistance and Alternate Programs:

All schools in School District #56 have Learning Assistance and/or alternate classes that provide various services for children experiencing difficulty with regular school work. These programs are available as required for Native Indian and non-Native students.

Child Care Workers

In conjunction with the secondary alternate programs, the Ministry of Human Resources provides four child care workers, all of whom aid both Native and non-Native students specifically with social or behavioral needs.

Speech and Hearing

A speech pathologist provides speech training and often checks auditory problems or refers the children for further medical testing. As well, at Vanderhoof Elementary, and Nechako Valley Secondary, an integrated and thoroughly up-to-date program for the hearing impaired is available.

In total, the Special Services Department offers a wide variety of expertise and programs to provide education opportunities for students with special needs. These services have been a tremendous help to many Native and non-Native children.

For further information contact: Ms. Charlene Seguin, Coordinator of Special Services and Native Education School District #56 (Nechako), P.O. Box 129, Vanderhoof, B.C. V0J 3A0. Ph. 567-2284.

School District #56 (Nechako), Vanderhoof

Coordinator of Special Services and Native Education

(Coordinator, Elementary, Secondary)

Under the direction of the Superintendent of Schools, the Coordinator of Special Services and Native Education is responsible for the planning, development and supervision of all programs as defined under the Ministry of Education Special Services Guidelines to meet the individual intellectual, physical, or emotional needs of special needs children in School District #56 (Nechako) with specific areas of responsibility in all Native education programs.

The Coordinator assists with respect to Special Needs and Native Education Programs, in following operations:

- program staffing, monitoring, evaluation and development
- staff hiring and training
- curriculum development and resource location
- liaison between the community, school district, Band(s) and government agencies
- formation of various committees, teams, seminars, consultations and in-service workshops.

For further information contact: Ms. Charlene Seguin, Coordinator of Special Services and Native Education, School District #56 (Nechako), P.O. Box 129, Vanderhoof, B.C. V0J 3A0. Ph. 567-2284.

School District #56 (Nechako), Vanderhoof

Native Education Assistant

(Liaison, Coordinator, Elementary, Secondary)

Under the direction of the Coordinator of Special Services and Indian Education, the Native Education Assistant helps ensure that Native Indian Education is a priority in District #56, and that Native Indian students receive the best educational services possible.

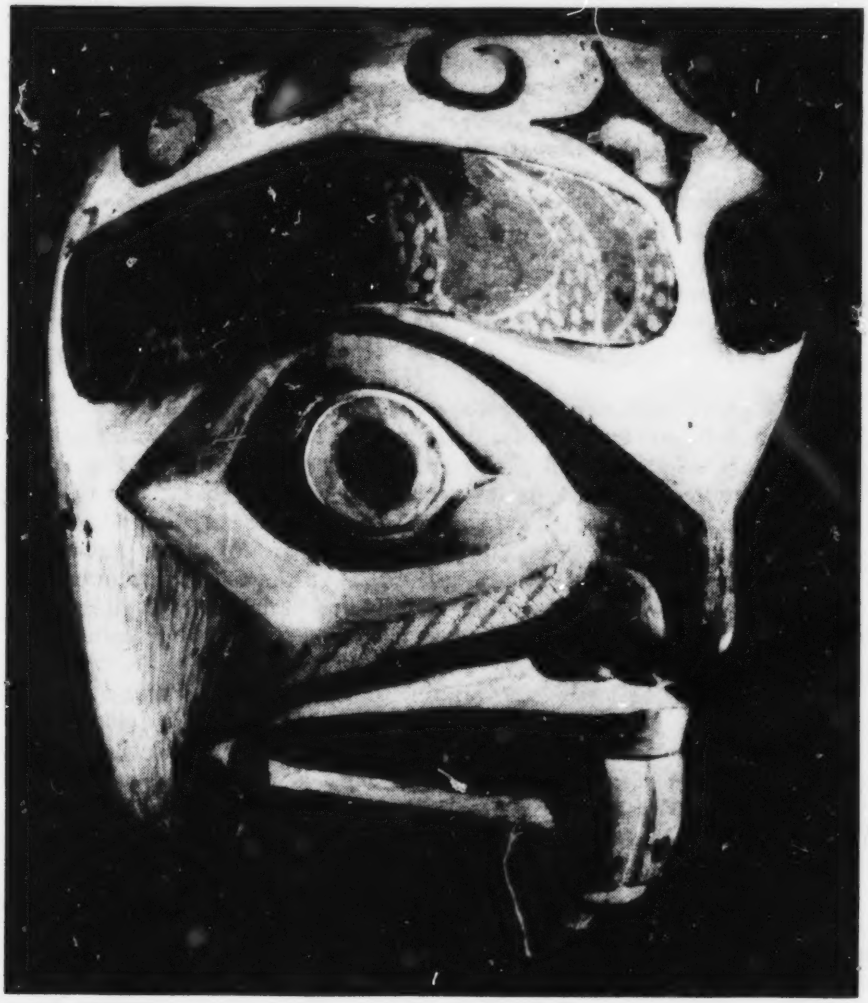
The Native Education Assistant, in cooperation with the Coordinator of Special Services, has responsibility for the entire spectrum of Native Indian Education in specialized categories and mainstream programs, as well as related inter-agency, Band and community organizations. To accomplish the goals the Native Education Assistant utilizes the resources of the Native Education workers throughout the district, liaises with band, tribal council and agency workers, develops cooperative teacher interactions, and secures parental assistance.

The Native Education Assistant works with the Coordinator of Special Services and Indian Education in developing and priorizing goals specific to Native Indian Education programs and curriculum, and to these ends assists in the organization and function of Native Indian programs and curriculum.

The Native Education Assistant monitors Native Indian programs, curriculum, activities and enrollment, and files reports on such to the Special Services Coordinator as required.

For further information contact: Sharon Bird, Native Education Assistant, P.O. Box 129, Vanderhoof, B.C. V0J 3A0. Phone: 567-2284.

BELLA COOLA



BEAVER; Painted red, blue, and black., with glass eyes.

Courtesy of the Royal British Columbia Museum

Bella Coola Band, Bella Coola

Education Development, Nuxalk Nation

Historical Background

The Nuxalk Nation in the Bella Coola Valley of British Columbia has had a long-standing concern about the preparation of Nuxalkmc youth to allow them to move successfully into adulthood.

Since implementation of public education in the valley, Nuxalkmc youth have acquired their schooling in the elementary schools and the secondary school there. However, the record of success for Nuxalkmc youth in the public system has not been good. A recent informal study (1988) of numbers of students entering the public system versus the number of graduates from secondary school indicates that between 1948 and present, fewer than 1% of entrants left school with a graduation certificate. The Nuxalkmc community, recognizing that appropriate schooling is essential to success in a world that blends Native and non-Native cultures, determined that the nature of the schooling offered by the public school system was inadequate for the needs of Nuxalkmc youth. Talk of a band-run school began in the 1940's but it was not until the early 1970's that action was taken to initiate the required steps for the Nuxualk Nation to plan, develop and implement its own institutionalized educational system. The philosophy of Nuxalk Education developed by the Nuxalk Nation, which underpins the school operation of the Nuxalkmc, is that of the best of both worlds - the school aims to utilize and effectively blend the best of Native and non-Native curriculum so that students are given the most advantageous position possible for success in the contemporary Native worlds.

Acwsalcta Elementary and High School

(Band Controlled School, Indian Language, Culture and Contemporary, Curriculum, Elementary, Secondary)

Acwsalcta School - First Stages

Acwsalcta (meaning "place of learning") School was first located ina former Indian Agent's home and a renovated home home on the reserve. The school enrolled students from pre-school to grade 11 following the B.C. Curriculum, enhanced by Nuxalk language training and Nuxalk Art. In 1987/88, Acwsalcta School enrolled 80 FTE students and retained a professional staff of 8.6 FTE teachers, 4 teachers aides, and teaching paraprofessionals.

Acwsalcta School - Current Status

In September of the 1987/88 school year, the new Acsalcta School opened its doors to a student body that grew to 161 FTE students from K-12. New professional staff to a total of 13.5 FTE teachers were hired to teach the larger student body. A full slate of secondary options was developed and implemented, and split grades at the elementary level were all but eliminated, thus providing for a very productive student:teacher ratio and increased individual attention.

During the 1987/88 school year, negotiations took place with the three provincial universities to accept the Nuxalk Language as it is taught at Acwsalcta School as an equivalent to other Language 11 courses for the purposes of admission. At the time of this writing, both UBC and SFU have provided written acceptance; UVic is in the process of providing similar acceptance. This means that students who graduate from Acwsalcta School with a Grade 12 Nuxalk Education Authority graduation certificate - not a dogwood - are considered for admission on the same basis as graduates from other educational systems.

In addition, the 1987/88 school year saw the first class of Grade 12 graduates from Acwsalcta School. These students must write the provincial exams to ensure the same competence in academic subjects as students from any other schools.

Nuxalk Education - Additional Activity

During the 1987/88 school year, an adult basic education (ABE) program was implemented using Open Learning Agency ABE program materials; this program will be continued into the late 1988/89 school year and the first graduates from the ABE program will emerge in the spring of 1989. The ABE program, situated in Lip'alhayc (meaning 'place where one returns and stands up again') College, will be expanded in the future to provide additional levels of training to meet developing needs for local employment. Management training programs, also out of the Open Learning Agency, are also being put into place. On-site tutors are used for instruction in the college, rather than the less-effective traditional model of distance education implementation. The success levels of the students in Lip'alhayc College are very high, such that their progress is being closely monitored by the Open Learning Agency and the community as a whole.

Summary

The educational enterprises of the Nuxalk Nation have grown from the original kernel of an idea that locally controlled education would be a good idea to the current level of program diversification that includes a nursery/ preschool program, a comprehensive and competitive K-12 program incorporating Nuxalk curricular components, and a burgeoning adult education and local college program. Plans have been discussed that would see the Nuxalkmc educational enterprise grow to become a regional education center for other first nations people on the Central Coast. New distance education models that are applicable to all levels of education are being carefully examined and collaborative efforts with the First Nations schools in Kitwancool, Seton Lake, Fort St. John and Chemainus are being planned. Such efforts would include computer networking and the use of satellite programming. Alterations in program and curricular delivery models, including continuous progress are being carefully reviewed for possible application.

Reference : Siwallace, Peter (1988) "Study of Nuxalkmc Student School Leavers from 1948 - 1988", Nuxalk Education Authority Internal Document.

For further information contact: Mr. Bob Este, Director, Nuxalk Education Authority Bella Coola, B.C. Phone: 799-5426.

School District #49 (Central Coast), Bella Coola

Indian Orientation and Teacher Aide Program

(Learning Assistance, Teacher Aide, Language Arts, Elementary)

These programs, funded by the Ministry of Education, are aimed at providing a sound and broad education to the children of Bella Coola Elementary.

Half-time learning assistance teachers are provided for both intermediate and primary classes, and their mandate is to develop student ability in the areas of Language and Math, with emphasis on language and reading development. Also, 1.4 extra teachers are provided to reduce pupil-teacher ratio and allow teachers to work in smaller groupings in the content subject areas. An important outcome of these programs continues to be the development of positive student attitudes toward learning.

An Intermediate and a Primary Teacher Aide are also funded by Ministry of Education. They provide one-on-one and small group tutoring under the direction of classroom teachers, as well as assisting in producing classroom materials. They have a large responsibility in developing the visual atmosphere of the school through collection and production of displays.

For further information contact: Principal, Bella Coola Elementary School, P.O. Box 7, Bella Coola, B.C. V0T 1C0. Phone: 799-5556.

School District #49 (Central Coast), Bella Coola

Nuxalk (Bella Coola) Language

(Indian Language, Curriculum, Elementary)

This program aims at developing all students' familiarity with and appreciation of the Nuxalk language. It is based on the assumption that knowledge of a language is essential to the preservation and continuation of the culture. A local Native Language Teacher, Beatrice Elliott, is employed, on the recommendation of the Band, to teach classes throughout the school.

Primary students receive fifteen minutes of instruction daily, and intermediate students receive one-half hour of instruction daily. Much of the material used has been devised by Dr. Henk Nater, linguist, who was responsible for the compilation of a Nuxalk Dictionary and many curriculum materials.

For further information contact: Principal, Bella Coola Elementary School, P.O. Box 7, Bella Coola, B.C. V0T 1C0. Ph. 799-5556.

School District #49 (Central Coast), Rivers Inlet

Oowekyala Language Program

(Indian Language, Indian Culture, Elementary, Secondary)

The Oowekyala Language Program operates under the auspices of the Oowekeeno Cultural History Project. Its major objective is to revive and record the language and culture of the Oowekeeno people.

Oowekyala is the English name of the language spoken by the Oowekeeno people of Rivers Inlet. It is quite distinct from, though commonly confused with, Kwakwala spoken by the people from Fort Rupert and Alert Bay. For hundreds of years Oowekyala was the only language spoken in Rivers Inlet. Today it is known by only a handful of people. The recent work of linguists, particularly Dr. John Rath, and ethnographers in recording and writing Oowekyala, has helped save it from oblivion.

The Oowekeeno Cultural History Project is an attempt to record and recover as much of the old Oowekeeno culture as possible, and to transmit it to the younger generation. Work done so far includes research of historical materials, interviews of elders, production of a map showing Oowekeeno tribal territory and a family tree. A report, The Oowekeeno - A Cultural History, has been produced under the auspices of the National Museum of Man in Ottawa. Its focus is on the Oowekeeno names or titles that were once so prestigious.

The Oowekyala Language Program began in September of 1979 with contributions from the Department of Indian Affairs. The program has proven to be successful. The children of the elementary grades are enjoying their language classes. The adults too, have enjoyed their language classes and Oowekyala can now be heard regularly in the village. The process of reviving a nearly dead language has begun. As well, an attempt to revive the Oowekeeno dances has been initiated by Hilda Smith, language instructor; blankets are now being sewn and dance classes are underway.

The program is funded by Indian Education, Ministry of Education. It employs a language teacher, a curriculum researcher who produces materials for use in the program and an artist to illustrate the text. The language teacher has three groups: a junior group, an advanced group and an adult group. She leads cultural activities such as cedar basket weaving and Indian dance classes. The curriculum researcher produces materials for all three levels. Materials completed include an illustrated introduction to the Oowekyala alphabet, four small booklets focussing on family and village life with illustrations, short stories and historical sketches in Oowekyala with English translations, tapes of Oowekyala vocabulary, short phrases and conversations, a series of tapes containing readings and traditional Oowekyala stories, as well as a Teacher's Manual and resource catalogue.

For further information contact: Native Language Teacher, Rivers Inlet, B.C. V0N 1M0. Ph. Campbell River Radio Telephone N 637 574.

COAST SALISH

Courtesy of the Royal British Columbia Museum

School District #34, Abbotsford

Indian Education Program

(Learning Assistance, Elementary)

The purpose of this program is to improve the attendance, the attitude towards school work, academic performance and upgrading of the school based skills of Native Indian children. Intensive and extensive Learning Assistance is offered to about 30 Native Indian students at Upper Sumas Elementary School. The emphasis is on remedial reading, spelling and math. Attendance patterns and academic achievement are monitored and objective appraisals are made.

This preventative program of extra Learning Assistance for Native Indian students has been funded by the Ministry of Education since 1975.

For further information contact: Mrs. Beryl Wallace, Upper Sumas Elementary School, 2343 McCallum Road, Abbotsford, B.C. V2S 3P5. Ph. 859-8544.

School District #34, Abbotsford

Native Indian Education Teacher

(Counselling, Learning Assistance, Secondary)

The District Native Education Teacher provides liaison between the home and school and provides direct aid to students. The purpose is to continue to work towards a greater understanding among Indian and non-Indian people regarding the social and academic development of the students.

The District Teacher helps Native students in a variety of ways: (1) During school hours by (a) assisting Native students in the classroom and (b) being actively involved in the reporting process including parent/teacher conferences, promotional and intake meetings, suspension reviews, timetabling and court cases and (2) By working with students at the Sumas Band Education Centre after regular school hours.

In addition, he works as a liason person between D.I.A.N.D., Coqualeetza, Fraser Valley College and other agencies. There are occasional other duties at the request of the Superintendent.

Initially, the School District and Sumas Band entered into a joint salary funding agreement. During this time a reserve Department of Education was created which included a six member Education Committee. A needs assessment was completed, a training program arranged and implemented, and a Band member was hired as the Native Education Worker. This person was then responsible for much of the education budgeting, post-secondary counselling, development of a preschool, and some home/school liason specific to the Sumas Band.

For further information contact: John Langston, District Native Education Teacher, School District #34, (Abbotsford), 2790 Tims Street, Clearbrook, B.C. V2T 4M7. Ph. 859-4891.

School District #76, Agassiz

Indian Education Program, Agassiz Elementary-Secondary School

(Learning Assistance, Counselling, Academic Skills Development, Indian Culture, Secondary)

The Indian Education Program provides learning assistance and counselling at the junior secondary level. It employs 1 teacher through funding from Indian Education, Ministry of Education and stresses academic skills development and knowledge of traditional Indian culture through learning assistance, counselling, home visits, parental contacts, coordinating and consulting.

Through this assistance, the program attempts to facilitate awareness of Native Culture within the school population. Non-threatening and positive approaches, in an integrated setting, are designed to foster understanding and acceptance between the Native and non-Native community. It is hoped that this philosophy will:

- help to meet the needs of Native students in an integrated learning environment.
- provide Native students with better self-concepts
- improve attendance and performance of Native students
- reduce drop-out rates
- improve Native/non-Native relations.

Instruction in Math, Science, English, Social Studies, and corrective Reading are conducted with varying Native student concentrations (36-70%).

Positive relationships and informal counselling are stressed in the areas of:

- goal identification
- individual success levels
- acceptance of criticism and direction
- task completion
- cause and effect relationships.

In addition the staff member involved:

1. fosters awareness of Native culture resources
2. provides contact to resources and resource persons
3. liaises with Home School Coordinator, teachers, the Native Studies Committee, and parents
4. assists in implementing Sto:lo Sitel curriculum
5. assists non-Native students to build awareness of the contributions of Native

People to society.

Student evaluation is accomplished through standardized channels and direct observation.

For further information contact: Mr. Vic Dueck, Agassiz Elementary Secondary School, P.O. Box 1100, Agassiz, B.C. V0M 1A0 Ph. 796-2238.

School District #76, Agassiz

Indian Education Program, Kent Elementary School

The objective of the program is to provide supportive service to Native children without segregating them from the school population.

Learning assistance is provided as required. Materials related to Indian culture are used in all grades as the teachers see the need. Sto:lo materials are available and used extensively at the Grade 4 level. Locally developed vignettes on Indian culture are used as resource material. Close liaison with local Bands is carried on through each Home School Coordinator. This includes daily reporting of absentees. Field trips are conducted to local reserves to see salmon preparations.

The school participates in the N.I.T.E.P. student teacher practicums which provide excellent role models for Native students. There are 32 Native students on the nominal role this year, plus another 20 non-status students.

For further information contact: Mr. Vic Dueck, Agassiz Elementary-Secondary School P.O. Box 1100, Agassiz, B. C. V0M 1A0. Phone: 796-2238

School District #41, Burnaby

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

This position is funded by Indian Education, Ministry of Education. It was initiated in 1976.

The Home School Coordinator helps to solve some of the problems faced by Native Indian children in the public school. She works towards improving communication between Native Indian children, their parents, teachers and social agencies. She offers direct services to support Native Indian students and their families and maintains adequate records. The caseload includes about 200 Native Indian students, both status and non-status, who attend the 43 schools in Burnaby.

The Home School Coordinator is responsible for the establishment of effective communication among students, parents, teachers and supportive workers for both public and private agencies involved with Native students. She is based at Stride School. and responds to requests and referrals received from any of these sources. Duties involve visits to schools and home, counselling students on a regularly scheduled individual basis and acting as a coordinator to involve students in a variety of community settings.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Mrs. Mendo Bjarnason, Stride Avenue Community School, 7014 Stride Avenue, Burnaby, B.C. V3N 1T4. Ph. 522-4685.

School District #41, Burnaby

Native Cultural Education Program - Stride Avenue Community School and Capitol Hill Elementary School

(Curriculum, Indian Culture, Elementary)

This Native Studies curriculum program is offered at Stride Avenue Community School and Capitol Hill Elementary School. This program attempts to provide all students with an appreciation of Indian culture. Ten percent of the school's population is Native Indian. These children are urban Indians alienated from their cultural backgrounds. The program allows the Indian children to explore, compare and share their heritages.

It is structured as a teaching time and involves parents and other Native Indian resource people. Activities include field experiences such as Coqualeetza, Vancouver Indian Center, and the UBC Museum of Anthropology. In spring, 1982 the Native Indian children spent a week at Owl Rock Spiritual Camp near Penticton. In May 1987, the students spent two days at the Long House in Paradise Valley. The program is coordinated by the school Principal.

For further information contact: Principal, Stride Avenue Community School, 7014 Stride Avenue, Burnaby, B.C. V3N 1T4. Ph. 522-4685.

School District #41, Burnaby

Native Studies 8 - 10

(Curriculum, Indian Culture,- Traditional and Contempory, Secondary) The Native Studies course goals are:

1. to assist Native students to increase their knowledge of their culture and heritage which will help them develop positive identities as Native people and
2. to assist Native and non-Native students in understanding and appreciating the complexity of some of the current issues affecting the Native people of Canada.

This elective course is offered to Native and non-Native students in Grades 8 - 10. This course runs for only one term (twenty weeks) and covers such topics as: the history of Canada's Native peoples, Indian Education, Native Cultures, Native communities, Aboriginal rights, and Native literature. The students are required to do course assignments and projects, such as reports, arts and craft projects, book reviews. Field trips and resource people are included if time and money permit.

Note: The 8 - 10 program will not be offered in the 1988/89 school year.

For further information contact: School District #41, Burnaby, 5325 Kincaid Street, Burnaby B.C. V5G 1W2 Phone: 299-0611.

Chehalis Indian Band, Chehalis

Chehalis Community School

(Band Controlled School)

The Chehalis School Board is responsible for the administration of education programs on the Chehalis Reserve. The Board is made up of five members appointed by the Band Council. Prior to the formation of the Board in 1978, an Education Committee had functioned for over 20 years.

In 1978 the Band took control of the Federal Elementary School and in 1982 moved an expanded program into a new facility.

The Chehalis Community School offers Nursery, Kindergarten and Grades 1 through 12 to students from the Chehalis and Scowlitz communities and, when appropriate, the surrounding area. At present 130 students attend the school. The staff, all hired by the School Board, is a blend of Native and non-Native, local and out of the area people. Staff are hired on the basis of their expertise in at least two subject areas and their willingness and ability to relate to the students and the community as a whole.

The school follows the basic structure of the B.C. Core Curriculum, with material added or emphasised in response to community values and needs. The Halq'emeylem language is taught to all students from N-6. A formal Catechism program is taught to students from Grades 1 through 8.

At the elementary level (Grades N-6) special emphasis is put on reading instruction. In addition to the core reading program a great deal of time is spent with language development, language stretch and a home reading program.

Throughout the school the program is designed to help students develop into self-motivated, responsible individuals. In all subject areas an attempt is made to make the students responsible for directing their own learning. Individual responsibility is encouraged by the use of individualized programs, by involving senior students in tutoring younger students on a regular basis and by allowing room for student involvement in decision-making processes.

The central objective of the Chehalis Community School is to make the school a centre for community learning. Parents and community people are involved in the regular school program, as volunteer aides, as teachers of specific skills, as drop-in students of single courses. The facilities and equipment are used by the community as a whole: classrooms, meeting rooms, library, shop, etc.

The Band has a strong commitment to the concept of community education.

For further information contact: Mr. Bob Wansbrough, Principal, Chehalis Community School, R.R. #1, Chehalis Road, Agassiz, B.C. V0M 1A0 Ph. 796-2146

Chehalis Community School, Chehalis

Reading Marathon

(Band Controlled School, Academic Skills Development, Elementary)

In the spring of 1982 the 30 children in grades 3 through 7 were divided into five heterogeneous groups, each under the close supervision of a teacher or aide called the "adviser". Each group consisted of six children of differing ages and reading abilities. The advisers met with their groups from 1-1:30 each day during the after-lunch sustained reading time.

Sustained reading time is mainly a silent reading time but advisers also do rehearsal reading or oral reading occasionally.

Each adviser took oral book reports from his/her group. The adviser also contacted the homes to report progress. Parents and aides also participated as readers. Books were circulated to groups every two weeks. The group arranged a spot to read, record keeping, a display graph in the hall, and a bulletin board.

1009 books were read and reported on in one month. T-shirts celebrating "100 books read" were given to two students at the end of the month.

Preschool and kindergarten, grades 1 and 2 students participated by enjoying books read to them.

For further information contact: Chehalis Community School, R.R. #1, Chehalis Road, Agassiz, B.C. V0M 1A0. Ph. 796-2146.

Chehalis Community School, Chehalis

Home Reading Progam

(Language Arts, Elementary)

The goals of the Homereading Project are to involve the parents in the process and to increase student contact with reading materials. All students from grades 1-4 are involved in the Homereading program. Each day the students sign out a book to be read at home - either by the student to the parents or by the parents to the student. Books are taken home in a plastic bag. Attached is a sheet of paper with space for the date and book's title as well as parent's and teacher's signature. The number of pages read is tallied and displayed on a graph in the hallway. Students are given a poster for reaching page milestones. If there is a problem with books not being returned or participation by the parents begins to fail an encouraging letter is sent home.

For further information contact: Mrs. Gwen Point, Chehalis Community school, Chehalis Road, Agassiz, B.C. V0M 1A0. Ph. 796-2146.

School District #33, Chilliwack

Native Education Support Workers

(Academic Skills Development, Counselling, Elementary, Secondary)

A. Program:

Three Indian Education Support Workers are employed by the School District. Their major responsibilities include:

1. working directly with students in a counselling and supportive role.
2. consulting with principals, teachers and counsellors on progress/concerns of Native Students.
3. assisting with implementation of Sto:lo Sitel curriculum units at the elementary level.
4. liaising with Home School Coordinators, Coqualeetza Education Committee, and appropriate supportive agencies.
5. consulting with parents when there are school concerns about individual Native students and providing and support to the families.

B. Placement:

1. Referrals for support worker involvement are made by teachers, parents, principals, students and other agencies.
2. Student progress is monitored at both the school and District level.

C. Evaluation:

1. Evaluation is based on on-going consultation with principals, teachers, and parents.
2. A District Advisory Committee meets to review aspects of the program.

D. Needs Assessment:

1. School Support Workers consult with principals, teachers, and counsellors on a regular basis, concerning needs of students.
2. Program is reviewed through meetings of the Indian Education Advisory Committee.
3. Specific needs of students are discussed with the Assistant Superintendent.
4. Networking: Ensuring that communication and a working relationship exists to further support the general goal of improving the growth and relationship between the School District and other agencies in the community to help and encourage further education for the Native people. The number of students served is approximately 400.

For further information contact: Mr. M. D. Folkman, Assistant Superintendent of Schools, School District #33 (Chilliwack), 46361 Yale Road, Chilliwack, B.C. V2P 2P9. Ph. 792-1321.

Chilliwack Area Indian Council, Chilliwack/Sardis

Home School Coordinators

(Home School Coordinator, Elementary, Secondary)

Two staff members provide student support services. The Education Administrator manages the program, and counsels and provides support for the post-secondary students. The Home School Coordinator is responsible for the elementary and secondary students.

Regular visits are paid to schools that are especially in need of coordinator's services; the coordinator is also available to students from other schools. Study sessions and tutoring are available through our program when needed by students or requested by teachers.

A team approach used at the Area Council provides stronger and more effective services to our clientele. Other departments include: Social Development, Drug and Alcohol, Community Health, Suicide Prevention and Housing. Working together as a team prevents over-counselling or the problem of too many social service agents imposing on the family. Monthly meetings are held in order to support each other and to report any difficulties.

For further information contact: Ms. Therese Peters Home School Coordinators, Chilliwack Area Indian Council, P.O. Box 73, Sardis, B.C. V2R 1A5 Ph. 858-3384

School District 43, Coquitlam

Native Support Program

(Counselling, Liaison, Elementary, Secondary)

The Native Support Program provides a variety of services to students of Native ancestry from Kindergarten to Grade 12.

Working in conjunction with school staff and area counsellors, the Native Support Worker provides support and counselling to Native students and their families, and acts a liaison with their schools.

The program also provides assistance in future educational planning and makes referrals to appropriate community based programs.

For further information contact: Walter Larson, Student Services, Coquitlam School District, 550 Poirier, Coquitlam. Phone: 939-9201.

School District #37, Delta

Indian Education Programs

(Tutoring, Home School Coordinator, Elementary, Secondary)

The major focus of the Indian Education program is tutoring support for Native Indian students to enable them to continue in school and graduate from high school. The tutoring support is provided by an itinerant teacher who works with the Native students both in their school and the Band offices. The program is also supported by a Native Indian Home School Coordinator, funded jointly by the school district and the band.

The program is also in the process of developing curriculum materials on the Native people of the area.

For further information contact: Eileen Jacobi, School District #37, (Delta), 4629 - 51st Street, Delta, V4K 2V9. 596-7101.

School District #65 (Cowichan), Duncan

Alternate School Duncan

(Alternate School, Academic Skills Development, Crafts, Secondary)

The Indian Alternate School is co-operatively supported by School District #65 (Cowichan) and the Cowichan Indian Band Council. The basic objectives of the school are to encourage a positive attitude towards learning, to facilitate entry into secondary school and to encourage vocational explorations.

This program attempts to alleviate the high drop out rate of Native Indian students by providing a highly individualized program. Individualized programs offered for Native students include academic upgrading, Indian language and Native arts and crafts. . "At risk" students are referred from the local junior and senior high schools. The students are prepared for re-entry to the regular academic program if possible. A few students are given job orientation skills if re-entry is unlikely. Commercial materials are used where possible but as the students have individually tailored academic programs teacher prepared materials are also necessary. The school is now situated in the Community Centre to enable the students to make use of the library and sports facilities. Native language classes are held daily. A carving program in 1982 resulted in a 26 foot totem pole being completed for the Community Centre. This year lack of funds has meant the carving program has been suspended. The program is evaluated by the teacher, the Band Home School Coordinator and the Band Education Committee members. There have been six students return to the regular high school programs in the past two years. There is one full-time teacher for 14 students.

The core program is provided by a teacher and Native aide with additional help from members of the Cowichan Indian Band. This program is located in the Cowichan Community Centre.

For further information contact: Mr. Walter Stoochnoff, Home School Coordinator, Cowichan Band Office, P.O. Box 880, Duncan, B.C. V6L 3Y2. Ph. 748-7528.

School District #65 (Cowichan), Duncan

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

This position was initiated in September 1976.

The Home School Coordinator acts as a liaison officer between the school and the homes of the Native community. The purposes of the liaison are, first to develop among the Native people a greater understanding of matters which pertain to the education of their children and, second to provide whatever guidance and support is required to ensure the success of all Native children who attend school. Generally the

Home School Coordinator works mornings in school and visits families in the afternoon. Koksilah Elementary and Alexander Elementary Schools are visited.

Some of the coordinator's duties are to:
1. inquire into, provide guidance for, and report on the attendance, conduct, attitude, and school performance of any Native girl or boy.
2. conduct interviews with teachers and with Native school children for the purpose of giving them counsel and assistance on all matters affecting education.
3. visit Native families resident in the community to counsel and advise them on school matters.
4. assist the teaching and administrative staffs to become aware and to organize for the difficulties and special problems facing the Native students.
5. to confer and work cooperatively with, such federal and provincial agencies as the Public Health Department, the Ministry of Human Resources, the R.C.M.P, Department of Indian Affairs, and such organizations as needed.
6. keep in individual files, as necessary, a record of his/her interviews and reports on Native children, and include in the files any other information helpful to the children's educational progress.
7. be completely responsible for the trust placed in him/her when a school permits access to whatever school records the principal judges are necessary for a solution of a Native child's problem.
8. encourage Native students to become more involved in the social, athletic, and academic life of the school.
9. encourage the development of extra-curricular activities which will encourage Native students to become involved in their own culture and which will enhance their pride in that culture.

Subjective evaluation of this position is carried out by the principals.

For further information contact: Mr. T. Daniels, Elementary Home School Coordinator, Koksilah Elementary School, R.R. #6, Duncan, B.C. V9L 2T8. Ph. 748-3138;

School District #65 (Cowichan), Duncan.

Native Studies Program, Chemainus Secondary

(Native Studies, Secondary)

The Native Studies Program is available to all native Indian children attending Chemainus Secondary School.

The goal for these students is similar to that of all students in the public school system. Elements within the program are designed to enhance opportunities for these students to succeed in the education system while maintaining links with their culture and heritage.

Elements:

1. Native Language Program: A course in Hul'qumi'num, the dominant Native language within this area, is given by a native Indian instructor who is supplied

by the Penelekut Band.

2. Native Indian Cultural Program: A course in Indian history, culture, traditions and contemporary issues is given to supplement the regular Social Studies program. If there is need, various levels of instruction are offered.

3. Learning Assistance/Alternative Education Programs: Learning Assistance is given, as required, and on a request basis to assist Native Indian students in a variety of subject areas including: English language and reading, French language and reading, Mathematics, Social Studies, Science, junior Industrial Education and Home Economics. Assistance is also provided to students requiring help with the organization of study materials and study techniques in all subjects.

   Alternative Education programs, such as Adult Basic Education and Vocational Adult Secondary Training (Level 4) are offered to provide re-entry opportunities for students who have dropped out of school and for students who are unable to complete regular school programs.

Students are referred to the Native Studies teacher directly in conjunction with the school counsellor and principal.

These programs are located in Chemainus Secondary School.

For further information contact: Mr. Walter Stoochnoff, Chemainus Secondary School, Box 330, Chemainus, B.C. V0R 1K0. Phone: 246-4711.

School District #65 (Cowichan), Duncan

Native Transition Program, Quamichan Middle School

(Academic Skills Development, Life Skills, Elementary, Secondary)

The Native Transition Program at Quamichan Middle School is intended to help Native students achieve success in the regular school program. A group of students (approximately 15), have been identified whose level of achievement is considerably below grade placement. The students are at least one year in age over grade.

Individual educational programs are developed for each student. An appropriate developmental and/or remedial program is based on practical life skills in order to help students attain a level of basic literacy.

The goal of the program is to provide a foundation of skills in order that the student may achieve more successfully in school.

Role of the teacher:
1. to liaise with appropriate departments of the Cowichan Indian Band.
2. to provide the basic core academic programs for students ie. English, social studies, math and science.
3. to assist with other staff in a team approach to the development of a system of school based Native support services.

The program also utilizes the services of a teacher aide.

This program is located in the Quamichan Middle School and is a new program as of September, 1988.

For further information contact: Mr. A. MacLeod, Principal, Quamichan Middle School, 2515 Beverly Street, Duncan B. C. V9L 3A5.

School District #65 (Cowichan), Duncan

Special Classes - Koksilah Elementary School

(Readiness, Language Arts, Elementary)

Primary

The primary program is a small transitional class for Native children who have completed Kindergarten (or a program at Children's Place) but who are not yet ready for a regular Grade 1 class. Children enter this class generally because of significant developmental delay. Because of the variety of students abilities, emphasis is placed on programming for individual needs.

The goal of the program is to provide a foundation of skills in order that the student may enter the regular Grade 2 program.

Intermediate

The intermediate program is a multigrade instructional program in a segregated class setting. Students are assigned to the program during the instructional period depending on individual needs, progress, attendance and behaviour. As with the primary program, this is exclusively for Native children with staff specifically assigned.

The program's primary goal is for students to enter the regular school program as soon as they are ready.

This program is located at Koksilah Elementary School.

For further information contact: Mr. C. Vardy, Principal, Koksilah Elementary School, RR 6, Duncan, B.C. V9L 2T8. Phone: 748-3138.

School District #65 (Cowichan), Duncan

Counsellor for Native Indian Students - Quamichan Junior Secondary

The Counsellor for Native students is involved in a variety of programs aimed at encouraging Native students to partipate more fully and successfully in school activities and academic programs.

The counsellor has also a personal support role for students who experience crises or other personal concerns.

He/She co-ordinates Native Studies courses, offers tutoring and acts as a liaison and helper for students and their teachers.

An important aspect of the counsellor's program is to encourage Native students to participate in athletics, sports and other extra-curricular activities.

The counsellor is located in Quamichan Secondary School.

For further information contact: Mrs. H. Thio, Quamichan Junior Secondary School, 2515 Beverly Street, Duncan, B.C. V9L 3A5 Phone 746-6168.

School District #32, Hope

Native Education Coordinator

(Coordinator, Indian Education Committee, Elementary, Secondary)

The global objective of the Coordinator is to improve the future educational prospects for Native students in School District #32, and promote an awareness of Native culture in elementary and secondary schools. This position is funded by the Indian Education Branch of the Ministry of Education. Duties of the Coordinator include:

- Liaise between parents and schools
- Encourage parents to become involved in school affairs and teacher interviews
- Be involved with the alternate school, and provide a Native oriented program for the the staff and students
- Be available for counselling of students when needed and help them acquire the necessary skills to succeed in and out of school.
- Liaise with Tribal Councils and Coqualeetza Training Centre to develop cooperative efforts of problem solving

For further information contact: Ms. Rhoda Peters, Native Education Committee, P.O. Box 640, Hope, B.C. V0X 1L0. Ph. 869-2842.

School District #32, Hope

Native Education Program

(Indian Culture Traditional and Contemporary, Personal Development, Elementary, Secondary)

The objectives of the program include:
- Development of knowledge about Indian society past and present.
- Improvement of all students perceptions about Indian people and the history of the Sto:lo nation.
- Provision of opportunities for students to resolve value conflicts, personal biases and prejudices, as well as to form positive conclusions about traditional Native culture.
- Assistance to Native Indian students in building positive self-concepts through the use of culturally relevant materials.

The Elementary (K-6) program includes:
- Introduction to Sto:lo culture
- Native art, craft and food preparation exercises
- Instruction from local Native resource people.

The Sto:lo Project.
The Indian Cultural Education Class (Spice) is now into its second year. This class operates at Hope Senior Secondary and involves 17 Native students (Grades 9-12). The Native Education Coordinator serves an an instructor and organizer for this program. This is an elective course where no grades or marks are assigned. The class meets three times a week.

The Spice class has been involved in a newsletter published two to three times per year, visits with elders in the community, learning listening skills, story telling, Indian medicine and respect for the environment and other cultures. The class also welcomes Native resource people. As well, the Spice Class has been involved in student exchange with students from Alberta, and in drug and alcohol awareness programs.

The Secondary program is a preventative program which addresses intercultural tensions. Through the use of an exclusively Native format (native authors, speakers and materials), topics such as spirituality, morals and values as well as stereotyping and prejudice are explored. Audio-visual presentations of Native culture, art, and music form an integral part of the Secondary program.

For further information contact: Ms. Rhoda Peters, Native Education Committee, P.O. Box 640, Hope, B.C. V0X 1L0. Ph. 869-2411.

School District #32, Hope

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

The Home School Coordinator position started in January 1983. The Home School Coordinator visits the schools to meet the teachers and students, to act as counsellor or liaison and to be involved in the Native mini-art program in the elementary schools. between school and home. The position is funded by the Band and the School Board.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Emma May Joe, Home School Coordinator. P.O. Box 640, Hope, B.C. V0X 1L0. Ph. 869-2411.

Penelakut Band, Kuper Island

Penelakut Band School

(Band Operated, Indian Culture, Indian Language, Pre-school, Elementary)

The Penelakut Band administers the school which runs from grades N-3. There are 2 teachers, an aide and approximately 35 children.

Each school day, the children are taught basic sounds and words, as well as history and legends. Assistance is provided by a local Band member. The objective of the program in addition to the basic academic program is to expose the children to their culture, the language being the base from which this cultural sense can grow. The majority of the children do not come to school able to speak their Native tongue so considerable emphasis is placed on acquiring a solid vocabulary base. The program began in November 1979.

For further information contact: Education Administrator, Penelakut Band Office, P.O. Box 360, Chemainus, B.C. V0R 1K0. Ph. 246-9533.

Penelakut Band, Kuper Island

Home School Coordinator

(Home School Coordinator, Band Controlled, Elementary, Secondary)

The Home School Coordinator is a full-time employee of the Band. She is in contact with the majority of the students from Penelakut and she liaises between home and school and tends to student conduct including absenteeism. The students from grade 3 and over attend Chemainus Elementary and Secondary Schools as well as St. Joseph's School and Duncan Secondary. She tends to the personal, educational, and financial needs of the students and counsels college and vocational applicants from the Band. Even though there exists no Education Committee at this time, there is hope that one will start soon.

For further information contact: Home School Coordinator, c/o Penelakut Band Office, Box 360, Chemainus, B.C. V0R 1K0. Ph. 246-9533.

School District #42, Maple Ridge/Pitt Meadows

Katzie Home & School Program

(Home School Coordinator, Elementary, Secondary)

This program employs one person through funding from Indian Education, Ministry of Education and is administered jointly by the District Superintendent through the Coordinator of Special Services and the school principals of the District.

The program's objectives include:
- academic program improvements through parent/teacher liaison;
- facilitation of student home study;
- student academic success through enhanced interest in school curriculum;
- provision of resource assistance to teachers of Native Indian students.

The Home School Coordinator works with approximately 40 students from kindergarten through grade 12 and is actively involved in:
- monitoring student progress;
- facilitating and attending parent/teacher interviews;
- encouraging awareness of Native Indian heritage;
- assisting in the organization of parent/teacher recreational activities
- helping to implement continuing education programs designed for identified community interests.

Constant and on-going program evaluation by the Home School Coordinator, the Katzie Education Committee and the Supervising Principals culminates with semi-annual meetings between the above and the Director of Instruction for School District #42.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Katzie Home School Coordinator, Special Education Services, School District #42, 22610 Dewdney Trunk Road, Maple Ridge, B. C. V2X 3J9. Phone: 467-1101.

School District #75, Mission

District Special Counsellor

(District Special Counsellor, Elementary, Secondary)

One full-time District Special Counsellor is employed by School District 75 to act in consultative, liaison and counselling modes for the benefit in Native children attending district elementary and secondary schools.

This counsellor provides support for Native Indian from K-12 who experience social, emotional or family problems. The counsellor acts as a liaison between the home, the school and the Mission Indian Friendship Centre.

The counsellor is responsible for the 192 Native students in the district; 20 Senior High students at Mission Senior High, 40 Junior High students at Mission and Hatzic Junior High and 132 elementary students scattered amongst 13 elementary schools.

The counsellor provides the following services:

1. Counselling services for children with academic, social, emotional or family problems utilizing a variety of methods including play therapy, bibliotherapy, journal writing and other suitable therapeutic approaches.
2. Short term intervention and referral for problems which may range from truancy and non-completion of homework to pregnancy or suicide attempts
3. Consultation with principals, parents and teachers to organize behavioural intervention programs.
4. Facilitating delivery of services for special needs students through homes, schools and community agencies.
5. Consultation on placement and program planning for special needs students at District Screening Meetings and IMCC meetings.
6 Assistance to teachers with the implementation of the Sto:lo Sitel curriculum and provision of resource persons as requested.
7. Informing adminstrators, teachers and secondary counsellor about Native culture and particular counselling and teaching strategies to which Native students best respond.
8. Workshops/inservice for administrators, teachers, parents on C.A.R.E. Kits, effective parenting and teaching techniques and similar programs.

For further information contact: Heather Hansson, District Special Counsellor, 33046 - 4th Avenue, Mission B. C. V2V 1S5. 826-4736.

School District #44, North Vancouver

Norgate Project

(Community Education, Teacher Aide, Art, Elementary)

Norgate School serves two distinct and adjacent communities effectively isolated from the main residential area of North Vancouver. The Indian community is the Capilano Reserve, the non-Indian community is the Norgate subdivision. There was very little interaction between the two communities as recently as 10 years ago.

Approximately 15% of the students enrolled at Norgate Elementary School are Native Indian children. A substantial number of these children experienced difficulty in their academic progress and their social interaction.

An improvement in this situation has been effected by the establishment of two positions since September 1, 1978, funded by Indian Education, Ministry of Education and the North Vancouver school District.

1. A half-time Community-Development/Community-Education teacher provides leadership to Norgate School staff and to both the Indian and non-Indian communities to:
   - develop more positive relations between the two communities and the school, and bring together leaders from the two communities;
   - coordinate a program of extended activities for all age groups using school facilities, integrating agency services and encouraging community involvement
2. A Native Indian teacher aide works with some of the Native Indian children who experience emotional upset or display inappropriate behavior at school. This person also performs the usual teacher aide functions such as playground supervision, classroom assistance and clerical assistance.

Additionally, Rick Harry offers a two-hour per week Squamish Art program. His schedule has involved all divisions (K-7). Val Moody, Cathy Joseph and Lawrence Baker instruct Native students in Squamish learning three half-hour sessions per week.

Two totem poles were raised at the school in 1982, and an annual ceremony to commemorate the raising has become a standard "Special Event" of Norgate's school year.

The projects have improved community relations and increased the involvement of Native parents in the school. The Native people now have more positive perceptions of the school, their children experience much less difficulty, and home-school communication and cooperation is steadily increasing. Educational opportunity for Native students has improved with the emphasis on social and emotional growth, interpersonal skills and positive self-concept. Likewise, the Norgate Park community has also been affected positively. Evaluation of the above projects stresses the effective and cognitive progress of Native students, interpersonal behavior, attendance, reduction of conflict and the involvement of Native parents and their perceived attitude to the school.

It should be noted that the Norgate Community School Council assists with a number of projects such as the totem-raising ceremony. An annual salmon barbeque, for example, is co-sponsored by the Council and the Squamish Indian Band. The site for the barbeque alternates between the school grounds and the Capilano Reserve of the Squamish Band.

For further information contact: Principal, Norgate Elementary School, 1295 Sowden Avenue, North V, B.C. V7P 1L0. Ph. 987-4491.

School District #44, North Vancouver

Indian Education Programs

(Indian Education Committee, Coordinators, Pre-school, Elementary, Secondary)

At present, an approximate total of 300 Native Indian students are attending North Vancouver schools; 150 at the elementary level, and 150 at the secondary level. A majority of these students are members of the Squamish Indian Band, whose lands include much of the western waterfront region of North Vancouver. A smaller number of students are members of the Burrard Indian Band, in the eastern Dollarton-Deep Cove area.

For some years now, the Squamish Band and the North Vancouver School Board have been evolving a common, organized structure for the provision of programs and services to respond to the needs of Native education. This structure is founded upon a cooperative sharing of resources and responsibilities in the creation and implementation of programs and services, and responds directly to the policy decisions made by a central Band-Board Education Steering Committee. This committee was first established in February 1977, and since that time has met every two months throughout the school year. Its membership includes representation from Squamish Band, Burrard Band and school district.

Program Coordinator, Native Education - North Vancouver School Board:

This is a full-time district-staff position responsible for the planning, development, and supervision of a wide variety of operations which are designed to respond to the diverse abilities and needs of Native Indian students.

These responsibilities are divided with varying weight over the following five major areas:

1. in-school support
2. in-school cultural enrichment
3. curriculum development
4. community contact
5. general responsibilities

For further information contact: Program Coordinator, Native Education, School District #44, 721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5. Ph. 987-8141;

School District #44, North Vancouver

Program Mainstay

(Learning Assistance Counselling, Indian Culture, Crafts, Elementary, Secondary)

The Mainstay Program is designed to provide support to all of North Vancouver School Districts activities related to the education of, or about, Native peoples.

The primary objective is meeting the academic, social and cultural needs of Native Indian students attending North Vancouver public schools. More generally, Mainstay works with District staff and students to increase their knowledge and understanding of the Native Indian perspective, and with the Native community to increase their knowledge and understanding of the procedures and expectations of the public education system.

Among the programs and services provided by Mainstay:

1. Cultural Instruction - (Nursery School, 3 Elementary and 3 Secondary Schools)
   Three language instructors teach the structure and pronunciation of the Squamish language as well as telling legends in Squamish and English. The art instructor provides carving, drawing, and design instruction in Northwest Coast Indian Art.

2. Individual Student Assistance
   The assistance provided by Mainstay staff includes a high school counsellor, Home School Coordinator, four teacher aides, and a teacher specialist.

3. Work Experience and Mentoring Program For Senior Native Students
   This program runs throughout the school year, placing students with Native Indian adults in the work community.

4. Consultative Services
   Regular school meetings are held with involved staff and Mainstay coordinators to address social and/or academic concerns with Native students.

5. Curriculum
   a. A video (approximately 20 minutes) has been produced to complement the Grade 1 Social Studies Exploration series on families. The video, "Families are People", introduces a North Vancouver Indian family to illustrate the concepts in the Exploration booklets. It is arranged in the same sections as the series and could produce, summarize, or work in conjunction with this Grade 1 program.
   b. A Squamish longhouse, measuring 40' x 60' has been completed on the banks of the Cheakamus River at North Vancouver Outdoor School in Paradise Valley. We are now preparing an experiential curriculum which will provide for an overnight stay by Grade 4 students to enhance their understanding of and respect for the Native Indian culture and tradition. This is a cooperative venture by the Squamish Indian Band and the North Vancouver School District educators.

6. Workshops

Provided for teaching staff and the Native community, these workshops focus on educational issues and concerns.

7. "Time Out" (Carson Graham)
   This is a non-graded individualized support program for students (mainly Grades 8 and 9) who are experiencing difficulty with regular coursework.

Mainstay is cooperatively supported and financed by the Squamish Indian Band and the North Vancouver School District.

For further information contact: Program Coordinator, Native Education, School District #44, 721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5. Ph. 987-8141; or Education Coordinator, Squamish Indian Band, 345 West 5th Street, North Vancouver, B.C. V7M 1K3. Ph. 985-7711.

School District #44, North Vancouver

Squamish Curriculum Project

(Curriculum, Indian Culture and Contemporary, Elementary, Secondary)

Since January 1981, a project has been underway to develop a curriculum with supporting learning materials which reflects local culture and history and can be effectively integrated into a wide range of courses for all students in elementary and secondary school on the North Shore. The organization of the project is a major responsibility of the district's program Coordinator for Native education; its various duties are shared with a full-time curriculum researcher and developer who has been hired by the Squamish Band.

The objectives of the curriculum development project include:

1. Students will be able to use the example of the Native Indian community to trace the development of a culture in response to fundamental human needs and experience.
2. Indian and non-Indian students will be able to understand and define the factors which have shaped and continue to shape the Native Indian identity in their own community according to its historical and contemporary experiences.
3. Students will be able to identify and explain similiarities and differences between the cultural heritage of their Native Indian community, and other communities.
4. Students will demonstrate a capacity to apply their knowledge, understanding, and critical thinking ability in the formation of their own attitudes towards the Native Indian people, and other cultural groups in their society.

For further information contact: Program Coordinator, Native Education, School District #44, 721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5. Ph. 987-8141.

Sliammon Band, Powell River

Education Coordinator and Indian Education Programs

(Coordinator, Tutor, Teacher Aide, Indian Culture, Elementary, Secondary)

Education Coordinator

The Education Coordinator is responsible for the overall administration of education programs for the Band. She is particularily responsible for liaison on program development with the school district, liaison with the Department of Indian affairs, supervision of the Home School Coordinators (emphasizing facilitation of direct discussion between parents and teachers) and the teacher aides, and liaison with other departments of the Band. She is responsible for the post-secondary students. She oversees the Band Pre-school and child care facility and is developing, with others, an after school language and culture program.

Group Homes

The Group Homes have been in operation for the past six years and only one home is now operating. All the children presently staying at the Group Home are Ministry of Social Services and Housing wards. The Group Home will accept children from other reserves if they are approved by the Group Home Committee. However, the funding for the student would have to be paid for by the Band. The children presently living in the homes are all teenagers.

Sliammon Chi-Chuy School

Full day programs for pre-school and kindergarten children. Included in the regular program are a swim and skate program. There are also joint activities with other kindergarten classes in School District #47. In addition to Sliammon, there is a language enrichment program in Kindergarten to prepare children for entry into Grade 1.

For further information contact: Mr. Roy Francis, Education Coordinator, Sliammon Band, R.R. #2, Powell River, B.C. V8A 4Z3. Ph. 483-9317.

Sliammon Band, Powell River

Sliammon Family Centre (Proposed)

Work began in 1983 to develop a Family Centre at Sliammon. Concerned at the apparently diminishing role of the family in community life, the alienation of different age groups from one another, and the lack of opportunities for young people to learn about their distinctive cultural background, the Band began to initiate programs designed to enhance the social and cultural development of the Sliammon people. The following programs were identified as important priorities for early action:

- Child care for pre-school children of working parents.

- Kindergarten programs to prepare children for entry into the provincial school system in Powell River.
- Mother and infant day programs to teach infant care practices.
- Parenting workshops for parents of older children.
- Adult drop-in programs provide an opportunity for elders to interact with one another and with younger people.
- Curriculum development centre to maintain local language, art, dance and other cultural traditions.
- Multi purpose room to accommodate moderate-sized groups for educational activities.

In attempting to implement these programs, which have in common a focus on the revitalization of traditional family relationships within the community, Band staff and members realized that Sliammon lacks a physical facility capable of accommodating them. The Band administration offices are already fully utilized; the gymnasium is too large a facility to operate for small gatherings and in any case is fully booked for sports events; the existing pre-school is incapable of being expanded due to the proximity of other buildings. While many Indian communities have school buildings which can be used after regular school hours for programs of this nature, Sliammon does not have its own school and therefore does not have this opportunity.

As a result, the Band has decided to construct a new facility to accommodate the programs that will make up the new Sliammon Family Centre.

For further information contact: Ms. Betty Wilson, Education Coordinator, Sliammon Band Office, R.R. #2, Powell River, B.C. V8A 4Z3 Ph. 483-9317

Sliammon Band, Powell River

Home School Coordinators

(Home School Coordinators, Elementary, Secondary)

There are two Home School Coordinators, funded by the Band for the past 13 years. One Home School Coordinator works with elementary students, the other with secondary.

Activities include:

1. Counselling students, discussing school activities, helping them reinforce self and cultural concepts, assisting them in understanding the school system, helping them discuss difficulties with their teachers, and assisting with personal or financial needs.
2. Maintaining a nominal role for Indian students in District school.
3. Providing materials and resources on Indian culture to the school.
4. Meeting with teachers and administrators and providing positive information regarding Native people and their values.
5. Evaluating pupil progress and monitoring attendance and drop outs
6. Helping parents understand the school system, programs and student performance. Parents are encouraged to visit schools and meet with the teachers.
7. Meeting with Coordinator of Native Education, Education Committees and Chiefs and Councils to examine the Native education programs with them.
8. Meeting with Native Aides

9. Supervising evening classes for students who need extra help
10. Maintaining meaningful liaison with government agencies
11. Arranging home and hospital teaching services.

An effective system to help ensure homework is done has been a contract drawn up by the teacher, the coordinator, the students and their parents. The parents sign the contract each time the student does a homework assignment.

The Secondary Home School Coordinator is also responsible for students at Squirrel Cove and Manson Landing.

For further information contact: Jack Timothy, Elementary Home School Coordinator, or Sally Louie, Secondary Home School Coordinator, Sliammon Band, R.R. #2, Powell River, B.C. V8A 4Z3. Ph. 483-9317.

School District #47, Powell River

Counsellor to Native Indian Students

(Counselling, Elementary, Secondary)

Counselling services are provided in coordination with the Home School Coordinator (Sliammon). The goal of counselling services is to help Native Indian students succeed in their school life. Issues in counselling are those which affect directly or indirectly a student's progress or experience at school.

The Special Counsellor to Native Indian students works in support of and in addition to the regular counselling and guidance services provided to all students. Regular consultation with the Home School Coordinator (Sliammon) over specific cases includes:

- exchanging information
- formulating a coordinated plan of action and defining responsibilities for specific cases
- identifying and coordinating other resource personnel (professional and community) which can be utilized to help in specific cases

Counselling functions cover the following areas: educational, vocational, personal/social and administrative. The counsellor reports to the Superintendent of Schools by way of the Supervisor of Special Services and to the Indian Education Coordinator.

For further information contact: Ms. Betty Wilson, Counsellor, School District #47, 4360 Joyce Avenue, Powell River, B.C. V8A 3A4. Ph. 485-2768.

School District #47, Powell River

Support Programs, James Thomson Elementary

(Language Arts, Learning Assistance, Elementary)

Language Enrichment Program There is a Language Enrichment Program for K-3 children at James Thompson Elementary.

Protected Class In addition the Band jointly with the school operate a grade 7 protected class. The emphasis of the class is on children with special needs. The Protected Class-Grade 7 which consists of 2 small classes with a maximum of 22 students includes multiple handicapped in the home school. This program is a one year project which serves the students in a restricted environment and provides concentrated support prior to entry in the Junior High School.

For further information contact: Frank Greenwood, Principal, James Thomson Elementary School, 6388 Sutherland Avenue, Powell River, B.C. V8A 4W4 Ph. 483-3191.

School District #47, Powell River

Language Enrichment Program

(Readiness, Kindergarten, Elementary)

There is a language enrichment program to facilitate transition to grade 1, which provides remedial, preventative and/or enriched language instruction. The program is located at the Sliammon Band Clinic. It is initiated to complement existing Kindergarten services.

For further information contact: Mr. Harold Carlson, director of Special Services, School District #47, 4351 Ontario Ave., Powell River, B.C. V8A 1V3. Ph. 485-6271.

Saanich Tribal School Board, Saanich

La'uelnew Tribal School

(Band Controlled School, Kindergarten, Elementary, Secondary)

Saanich Philosophy

We believe:

1. That our Sencoten culture must be maintained, perpetuated and protected.
2. That along with the school, the Sencoten people must be involved in education of our youth.
3. That our children must attain the academic skills and spiritual and cultural values which will allow them to live successfully in a multi-cultural society. It is also important that the non-Indian society be educated about the Sencoten culture.
4. That the Sencoten tribes' control will enhance the education of our students.
5. That along with academic skills we must instill Sencoten values: family, self-respect, initiative, confidence, responsibility, respect for the rights and values of others, positive attitude and willingness to work hard, pride, and honesty.
6. That students have rights and responsibilities within the education program.
7. That a safe and suitable learning environment be provided.

The Saanich Tribal School Board represents four bands, the Tseycum, Tsartlip, Tsawout and Pauquachin. Together, through the board they operate the La'uelnew Tribal School.

Programs

The school offers classes from the Nursery/Kindergarten level to Grade 8. Indian Language classes are offered at all grades beginning at the Nursery/Kindergarten level. Adult Education Programs are offered and funded in local community colleges. These include: long term care courses; adult basic education (Grade 8-10); literacy courses; tutoring and counselling; university sponsorship for those members of the four bands who qualify and evening adult courses.

For further information contact: Saanich Tribal School Board, Brentwood Bay, B.C. V0S 1A0. Ph. 652-4212.

School District #63, Saanich

Saanich Native Studies Program

(Curriculum, Indian Culture, Secondary)

The program began in 1977 as a joint project of the Saanich Indian School Board and School District #63 (Saanich). The grade 9 course was implemented in September 1977. The development, implementation and continuing operation of the program is based on a model which involves community resource people, the teachers and Native Curriculum coordinator. The courses at Stelly's School cover:

- Grade 9: Saanich Environment includes transcription of the Saanich language; extent and nature of Saanich territory; living things in traditional Saanich territory; and oral traditions of Saanich People.

- Grade 10: The Way We Were (Pre-Contact/Contact) includes transcription of the Saanich language and the Saanich Seasonal Cycle.

- Grade 11: The Struggle for Control (Post-Contact/Contemporary) includes archaelogical evidence of the pre-contact era; Native viewpoints of contact with European explorers and traders; The Indian Act, Native values, Aboriginal Rights, and contemporary issues related to Band Government.

For further information contact: Mr. John Wenman, Teacher, Stelly's Secondary School, P.O. Box 398, Brentwood Bay, B.C. V0S 1A0 Ph. 652-4401.

School District #63, Saanich

Saanich People Project

(Indian Culture, Social Studies, Elementary)

The Saanich People Project reflects the viewpoint of the Saanich People in the context of the Elementary curriculum by (a) teaching Native and non-Native students about the traditions, history and contemporary lifestyle of Saanich People, and (b) developing curriculum from Grade 1-5 that will provide teachers with materials and assistance to meet all the objectives of that curriculum.

The Saanich People Project is an Elementary Social Studies curriculum development project. Theme units for each grade level meet skill and affective objectives of the regular curriculum, as well as knowledge objectives based on the Saanich culture and lifeways. Elders and community resource people are involved in the planning, development, and implementation of each unit. Materials are used District-wide. Curriculum materials including slide shows and picture cards. Student activity materials are supported by teacher books with suggested lesson planning, material use, and community resource uses. Titles and phase of development as follows:

Saanich Families 10 resource boxes, teacher book available (1 French kit available).
Saanich People 5 resource kits, teacher book available (1 French kit available).
Saanich Salmon 5 resource kits, teacher book available(1 French kit available).
The Old Days, to be completed 1989.
Changing Times, to be completed 1989.

For further information contact: Ms. Janet Poth, Coordinator, (Indian Education), School District #63 (Saanich), P.O. Box 2000, Saanichton, B.C. 1M0. Ph. 652-1151.

School District #63, Saanich

Pre-School Storytime, Brentwood Elementary

(Pre-School, Elementary)

The Pre-School Storytime provides a program of language experiences through stories, puppets, films, and interaction to enhance the literacy development of pre-school Native Indian children and their parents before they begin "formal Schooling".

The program has been operating since February 1987 on a weekly basis within the school day, offering a 45 minute "storytime" to the Native Indian pre-school children who live in the Tsartlip community. It consists of a story, film or puppet presentation followed by book borrowing time. The mothers accompany the children and take part in the storytime as well as in the book borrowing. It is anticipated that the modelling of story reading will be emulated by the parents at home. The number of participants has varied from 6-20 since the program began and the ages range from 2-5 years of age, and includes small babies on a regular basis. The program is operated by the Teacher-Librarian and the Indian Education Assistant.

The results of a survey conducted in June 1987 showed a definite positive attitude among mothers who take part, and a desire for the program to continue and to provide guidance as well. An increased interest in books and reading was reported from all participants.

Future plans include information workshops on a continuing basis. The unlimited access to Library resources may provide valuable experiences for literacy development.

For further information contact: Mrs. Geri Rea, Brentwood Elementary School, 7085 Wallace Drive, P.O. Box 428, Brentwood Bay, B.C. V0S 1A0. Ph. 652-3996.

School District #63, Saanich,

Native Indian Education Programs, Mount Newton School

(Academic Skills Development, Middle School)

The goals of this program are to enable Native Indian students to achieve success within the present school system within a set curriculum and to implement changes to the present system to promote success of Native students.

The program provides direct service to 22-25 students and support for 15 additional students. Subjects taught include Language Arts - Grade 6,7, and 8 and Math - Grade 6,7, and 8. Support is also provided to classroom teachers and Grade 6,7 and 8 students in Science, Social Studies, and French. Individual programs for students with specific needs due to placement, attendance, etc.

For further information contact: Frances Weir, Teacher, Mount Newton School, 1850 Keating Road, R.R. #3, Victoria, B.C. V8X 3X1. Ph. 652-1135

School District #63, Saanich

Native Indian Education Program - Elementary

(Self-Esteem, Academic Skills Development, Counselling, Elementary)

The goals of this project are to develop postive self concepts in Native Indian Students, to structure the learning environment so that students will gain maximum benefit and experience success, to provide meaningful service for Native Indian Students with academic, cultural, emotional, and physical health needs, to promote the use of culturally related materials, to evaluate and plan for individuals experiencing difficulty academically or socially in the regular classroom, to work closely with the Indian Education assistant on a daily basis to increase family involvement in all aspects of school, to work cooperatively with school staff to promote Native Indian Education, to be involved in the placement of Native Indian students, and to provide long-term service to students in need.

For further information contact: Joyce Wone, Brentwood Elementary School, P.O. Box 428, Brentwood Bay, B.C. V0S 1A0. Ph. 652-3996

School District #63, Saanich

Indian Education Assistant- Secondary Program

(Counselling, Academic Skills Development, Secondary)

The long range goal is to increase the number of Indian students completing Grade 12 on an academic program. The main objective of the program is to promote success through immediate support.

This progam is set up as a support system for Indian students., Students are responsible for initiating their request for assistance. If a student does not ask for assistance, however, and marks indicate a problem, plans are negotiated between the Assistant and student and put in place to try and ensure success for the student. Strategies include "coaching" students through assignments, encouraging and assisting them when frustration becomes evident. "Coaching", encouragement, and assistance are provided casually, in such a way to increase rapport with the student. Rapport is important in encouraging students to seek our further assistance. Word processing skills are taught and encouraged to facilitate ease and speed in doing written assignments. Students are encouraged to organize and plan assignments in a routine fashion that will become a habit in handling all course work. Of all strategies used, none has been as successful as the close personal involvement that develops from helping a student in jeopardy. Once students have been successful, they readily accept and request help. The program complements all regular programs that many students are enrolled in. Support is provided directly in the classroom, or as many students prefer, on a one-to-one basis at break, lunch, studies or after school. The program is not designed to operate on a pull-out system, though occassionally, it is done to better accommodate the student.

For further information contact: Mrs. Joanne Underwood, Indian Education Assistant, c/o Stelly's School, P.O. Box 398, Brentwood Bay, B.C. V0S 1A0. Ph. 652-4401.

School District #63, Saanich

Math Concept Development Program for Native Indian students

(Academic Skills Development, Curriculum, Middle School)

This program is based on a math resource program book originally designed to fill in conceptual gaps and prepare students for middle school (grades 6-8) math. The need for this program emerged during the authors' Learning Assistance work with Native Indian students. It was found that these students, often through prolonged absenteeism or frequent school transfers, were lacking the conceptual building blocks necessary for middle school math.

The program was not designed to be a complete math text or to follow the curriculum of any specific grade. It was based on the deficit areas in math most frequently encountered by the authors. Often poor language acquisition was found to be a factor of poor performance in math, hence the inclusion of pre-math language.

Originally the program was intended for small group use The authors envisaged groups of 8-10 students for optimum impact. It would be possible, however, by utilizing a grouping system, to involve an entire class in the program.

For the majority of students, it should not be necessary to begin with Lesson 1 and work through to completion. The teacher will be able to determine the students' deficit areas in math and elect lessons as required. As a means of checking a student's need for a specific lesson the pretest, or probe, may be used.

This math program is non-competitive and emphasizes the spirit of cooperation and mutual support which the authors have found prevalent among their Native Indian students. Activities involving the entire group are used frequently, and whenever possible, the partner system has been used. There are no winners and no formal test situations. Work involving a paper and pencil approach has been kept to a minimum. Learning through creative activities and "hands-on" experience has been emphasized.

Activities progress from physical/experiential to a cognitive level. Materials necessary for each lesson are listed on the face sheet. Whenever possible the authors have utilized classroom supplies likely to be readily available in most school. A list of vocabulary is included in each lesson. Students could keep an on-going glossary entering new terms and definitions as required.

For further information contact: Ms. Lloy Falconer, Mount Newton School, 1850 Keating Cross Road, R.R.#3, Victoria, B.C. V8X 3X1.Ph. 652-1135

School District #63, Saanich

Native Indian Education Department

(Coordinator, Elementary, Secondary)
A Native Indian Education Department was established separate from the Special Education Department in September 1983. The Assistant Superintendent assumed responsibility for leadership of the Department, although programs in schools are under the leadership of the School Principal as well.

Most programs are now school-based except for the Saanich People Project which is a District-wide elementary school curriculum development program.

For further information contact: Ms. Janet Poth, Native Curriculum Coordinator, School District #63, P.O. Box 2000, Saanichton, B.C. V0S 1M0 Ph. 652-1151.

School District #63, Saanich

Hearing and Language Project

The goal of the project is to increase awareness of the effects of Middle Ear Infection (Otis Media) on language development and school success.

The Hearing and Language Project has involved working with parents and the Native Community Health Represenative in the identification of Native Indian children in Saanich who have had a history of middle ear infections and whose language development may have been affected by reduced hearing levels at the time of these infections. There is also consultation with teachers regarding middle ear infections, language development and school success.

The Speech-Language Pathologist is also involved in language enhancing activities with children in the schools.

Prevention of middle ear infections is a goal and so the Speech-Language Pathologist is involved in meeting young parents in the community in order to alert them to the signs and symptoms and treatment of middle ear infection.

For further information contact: Jane McMillan, Speech Language Pathologist, School District #63, (Saanich) P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph. 652-1151.

School District #63, Saanich

Indian Education Assistants

(Teaching Assistants, Elementary, Secondary)

This project provides for employment of Native Indian people in the schools, to assist and support Native Indian students and their teacher, liaison with community on behalf of the School and provide a positive role model and facilitate involvement of community resource people and parents in the school program.

Indian Education Assistants provide direct support to Native Indian students and their teachers as well as community-school liason. Their hours are assigned to schools according to enrollment of Native Indian students from 2 hours per day for 5-10 students to 6 hours per day for 30+ students.

For further information contact: Rita Moris, Brentwood Elementary School, P.O. Box 428, Brentwood Bay, B.C. V0S 1A0. Ph. 652-3996, or Gail Sam, Saanich Elementary School, 1649 Mount Newton Cross Road, Saanichton, B.C. V0S 1M0. Ph. 652-4451, or Lola James, Sidney Elementary School, 2281, Henry Avenue, Sidney, B.C. V8L 1K5. Ph. 656-3958 or Deborah May, North Saanich School, 10475 McDonald Park Road, Sidney, B.C. V8L 3H9. Ph. 656-1129, or Glenn Jim, Mount Newton Middle School, 1850 Keating Cross Road, R.R. #3, Victoria, B.C. V8X 3X1. Ph. 652-1135, or Joanne Underwood, Stelly's School P.O. Box 398, Brentwood Bay, B.C. V0S 1A0, Ph. 652-4401.

School District #63, Saanich

Integrated Primary Demonstration Classroom

(Teaching Strategies, Elementary)

The goal of this project is to establish a demonstration primary class where Indian and non-Indian students develop full, equal participation in the instructional activities.
The regular primary curriculum is followed, using current trends in language arts, concrete manipulative-based math program and an integrated approach to Social Studies and Science. The combination of curriculum approaches and intercultural teaching strategies might be found in many classrooms but we attempt to document participation and success of all students in this classroom. In the first year of the project 1987-88, there were 21 students in grade 2/3 and 1 teacher with weekly planning meeting group and quarterly consultation and monitoring committee meeting.

Future plans are to continue monitoring students in first year of project, grade 1/2 1988-1989.

For further information contact: Al Traunweiser, Principal Brentwood School, P.O. Box 428, Brentwood Bay, B.C. V0S 1A0 Ph. 652-3996 or Sandy Bell, Classroom Teacher

Ph. 652-3996.

School District #63, Saanich

Project Challenge

(Teaching Strategies, Secondary)

The goal of Project Challenge is to aid in the transition from middle school to secondary school and to accurately assess the ability and potential of Native students.

"I'll teach the way you learn, and I expect your best" summarizes the basic philosophy of this project. High expectations are combined with appropriate teaching style for three core subjects, English, Social Studies and Math by one teacher for the first quarter of the year. The Indian Education Assistant provided tutorial support. At the end of the quarter, courses and program are assigned. This is part of a wholistic evaluation approach which allows students to upgrade their skills.

The project serves 12-15 Native Indian students at the grade 9 level. 1987-88 was the first year of operation, high attendance indicate positive student involvement.

For further information contact: Daryl Drew, Stelly's Secondary School, P.O. Box 398, Brentwood Bay, B.C. V0S 1A0. Ph. 652-4401 or Janet Poth, Coordinator Indian Education, School District #63, (Saanich) P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph. 652-1151.

Seabird Island Community School, Seabird Island

Seabird Island Community School

(Band Controlled School, Indian Culture, - Traditional, Indian Language, Elementary)

The Seabird Island Community School is a Band Controlled elementary school. The School offers grades one to seven, a nursery and Kindergarten program. The school is governed by a five member School Board, appointed by the Band Council.

The school's philosophy is to offer an education program which will provide the student with the experiences, teachings, and values which will prepare them for life. This education will promote, perpetuate and enhance Sto:lo culture, history and language. The teachings and values espoused by the school will reflect those of the parent and child.

The school believes that there is a joint responsibility between the school and home for the development of the child. The communication between the school and home must be open and positive. Every opportunity is given for the full and active participation of the parents and community members in the school and the teaching staff in the community.

The school curriculum is based on the provincial requirements with extensive enrichment of this curriculum with the uses of the community resources, Sto:lo Sitel curriculum and Halq'emeylem language instruction.

The school employs a staff of fifteen: seven classroom teachers, four of whom are Native teachers;a learning assistance teacher; a Halq'emeylem language teacher; a principal; a school counsellor;a teacher aide; an Education Administrator; and two janitors.

For further information contact: Vivian Ferguson, Education Administrator, Seabird Island Community School, P.O. Box 650, Agassiz, B.C. V0M 1A0. Ph. 796-2177.

Seabird Island Community School, Seabird Island

Home School Coordinator

(Home School Coordinator, Band Controlled School, Elementary, Secondary)

The Home School Coordinator is funded and administered by the Band. It is a ten month, full-time position. The responsibilities of the Home School Coordinator include all aspects of education. The main objectives of the job include the provision of educational information, counselling and tutorial services to members and ensuring that Band members participate to a maximum in their own education.

For further information contact: Vivian Ferguson, Education Administrator, Seabird Island Community School, P.O. Box 650, Agassiz, B.C. V0M 1A0. Ph. 796-2177.

School District # 46, Sechelt

Native Studies Program, Chatalech Secondary

(Indian Studies, Secondary)

Goals of the project are for every student in Chatelech Secondary to have an opportunity to learn about the history of the Sechelt people, to experience their culture and to develop an appreciation of it. culture.

Description of the project

The program is divided into four sections at the Grade 9 level.

1. Social Studies: One term of Social Studies is devoted to the history of the Sechelt people, study of their culture and values, study of the legends of the Sechelt people.
2. Art: One section or unit in Art 9 provides students with an opportunity to

experiment with and learn about Indian art.
3. Woodwork: As one unit in Woodwork 9, students may select Indian carving under the assistance and direction of Sechelt carvers.
4. Foods 9: As one unit of the Foods 9 program, students learn traditional Indian cooking and food preparation.

Unique aspects of Project: Every grade 9 student in Chatelech is involved.

For further information contact: Brian Butcher, Chatelech Secondary School, P.O. Box 1430. Sechelt, B.C. V0N 3A0. Ph. 885-3216.

School District #46, Sechelt,

Sechelt Native Studies/Native Language Program

(Art, Curriculum, Social Studies, Counselling, Indian Culture, Elementary)

This program is administered by School District #46 (Sunshine Coast) and the Sechelt Indian Band.

The goals of the Project are to provide students with a knowledge of the Sechelt Language, to develop understanding of the Sechelt heritage and to enhance Native Indian students' learning skills.

The project includes a teacher resource person to develop curriculum, to assist with counselling and teaching and to coordinate in-school Native Studies activities. There are 40 students from grades 4 to 7 in the project. Additional staff for language teaching includes a Sechelt elder, 2 Sechelt teaching assistants and the Sechelt Indian Band's Director of Education. The Language class has operated for 2 years for 30 minutes daily, Monday - Thursday.

For further information contact: Ron Langevin, Sechelt Elementary School, Box 280, Sechelt, B.C., V0N 3A0 Phone: 885-2114.

School District #62, Sooke

Indian Education Coordinator

(Coordinator, Curriculum, Crafts, Teacher Aide, Indian Language, Elementary, Secondary)

This program is funded by Indian Education, Ministry of Education. It was initiated in September 1975.

The Native Home School Coordinator of Indian Education serves approximately 160 native Indian students. He encourages and assists Native students in all matters affecting their education. He provides parent-school liaison. He meets with all Indian students on a regular basis and consults with their parents and teachers regarding progress, attitude and placement, providing counselling when necessary. He also works in liaison with the various social services.

The coordinator contributes to the development and collection of materials relating to Native cultures. He provides teachers with materials necessary to teach students about Indian culture, for example, legends of T'Sou-ke and West Coast bands.

An Indian crafts program has been implemented in six elementary school. The coordinator sees to the smooth running of this program and assists the Indian Aides who teach these programs by providing supplies and suggestions. Three Native Indian women teach crafts such as beading, knitting, painting traditional designs,and woodburning. There are two teacher aides and one Home School Coordinator who are employed to work with Indian children who need special one-to-one assistance to teachers.

For further information contact: Mr. Ernest Webster, Native Home School Coordinator of Indian Education, School District #62, (Sooke), 2227 Sooke Road, Victoria, B.C. V9B 1W9. Ph. 478-1781 or Donna Jones, Teacher Aid, Port Renfrew Elementary School, General Delivery, Port Renfrew, B.C. V0S 1K0. Ph. 647-5577.

School District #48 (Howe Sound), Squamish

Preventive Tutoring

(Tutoring, Elementary, Secondary)

This program is intended to keep Indian students in the mainstream and to overcome any lags which may develop by providing a tutorial service both within the school during school hours and at convenient central homes in the community after school hours and in the evenings.

For further information contact: Ms. May Harris, Associate Education Coordinator, Squamish Band, Squamish, B.C. V0N 3G0. Ph. 892-5166.

Squamish Indian Band, Squamish

Native Home School Coordinator, Squamish

(Home School Coordinator, Band Controlled, Coordinator, Elementary, Secondary)

The Home School Coordinator works as a communications facilitator, not a go-between, for teachers, principals, students, home and school. The coordinator makes it easier for parents and teachers to talk together, to tackle problems students may be having in a united way. Sometimes this involves enabling parents to see their role in encouraging and guiding a student. Both parents and teachers are encouraged to contact the Home School Coordinator at the first sign of a problem so it can be tackled before it is a major one.

The coordinator helps the tutorial aide both in scheduling and planning work.

Altogether she works with about 125 students in four elementary schools and two secondary schools.

For further information contact: Mickey Nahanney, Home School Coordinator, Squamish Band Office, Squamish, B.C. V0N 3G0. Ph. 892-5166.

Squamish Indian Band, Squamish

Associate Education Coordinator

(Coordinator, Band Controlled, Elementary, Secondary)

This Band position was developed to oversee the District Indian education The Associate Education Coordinator also develops Squamish culture programs, and is responsible for the pre-school, post-secondary training, language program development and arranging speakers.

For further information contact: May Harris, Associate Education Coordinator, Squamish Band Office, Squamish, B.C. V0N 3G0. Ph. 892-5166.

Squamish Indian Band, Squamish

Education Programs

(Tutorial, Nursery, Indian Language)

The Squamish Indian Band employs Tutorial Aides to assist students in their homework. In addition the Band runs a Daycare and the Totem Nursery School. The Squamish Language is taught on the reserve for nursery and elementary children. The instructor is Ernest Harry.

For further information contact: May Harris, Associate Education Director, Squamish Indian Band Office, Squamish, B.C. V0N 3G0. Ph. 892-5166.

School District #39, Vancouver

Native Education Programs in Vancouver School District

(Indian Education Committee)

Background

There are approximately 1500 native Indian students attending Vancouver schools, two-thirds in elementary and one-third in secondary schools (Grades 8 - 12). The native Indian students come from all parts of North, Central and South America, with the majority coming from the prairie provinces and regions of British Columbia. They represent a diversity of cultural backgrounds and the full range of socio-economic status. The population is more dense in the north-east sector of the District. The trend is that native Indian families are locating in other parts of the District. With increasing enrollment of native Indian students at the University of British Columbia, the native Indian student population in the West Area schools increases and tends to be for short-term periods. Many native Indian families relocate to the Lower Mainland for reasons such as education, employment opportunities and due to a lack of housing in native Indian communities, all of which contributes to a high rate of transiency both within the city and in and out of the city.

Native Indian Advisory Committee

The Native Indian Advisory Committee was established in June 1982. It is chaired by the Deputy Superintendent, Dr. John Wormsbecker, and is made up of representatives from Native organizations, Musqueam Reserve, district Native programs, VESTA, VSTA, VSAA, related School Board consultants and District principals, and U.B.C.

The role of the Committee is:

1. to provide an advisory role for the Native Indian education programs in the district.
2. to provide a vehicle for regular, open consultation with Native Indian parents, and Native Indian organizations.
3. to seek funding for the implementation of Native Indian programs in the district.

For further information contact: Dr. John Wormsbecker, Deputy Superintendent of Schools, School District #39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph. 731-1131 (ext. 241).

School District #39, Vancouver

Native Indian Home School Workers

(Home School Coordinator, Elementary, Secondary)

Four Home School Workers are responsible for handling problems, each in a separate area of the School District. The primary role of the Workers is to assist in the assessment and placement of Indian children in the schools. The Workers accomplish this by working closely with students, teachers, parents, counsellors, administrators, school health professionals and with others connected with outside agencies to determine the origin of problems and the best way of dealing with them.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Lorna Williams, Native Indian Education Specialist, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph. 731-1131.

School District #39, Vancouver

Native Indian Education Specialist

(Coordinator, Consultant, Elementary, Secondary)

This position has five major areas of responsibility:
1. to provide leadership for the school district's native Indian Education Program
2. to act as consultant to the School Board as a whole. In this role the Specialist provides in-service teacher training, attempts to increase teacher awareness of Native issues, disseminates curriculum materials, and provides liaison with Native resource persons
3. to provide support to existing School District #39 Native Indian programs
4. to act as liaison between Vancouver School Board administration and district Home School Workers and Native Indian organizations in Vancouver.

For further information contact: Lorna Williams, Native Indian Education Specialist, School District #39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z9. Ph. 731-1131 (local 339).

School District #39, Vancouver

Kumtuks Alternate Program for Native Indian Students

(Alternative Program, Indian Studies, Language Arts, Counselling, Teacher Aide, Secondary)

Statistical evidence of the high drop out rate of Native Indian students has long been a concern of educators. The drop out rate is highest between grade 6 and 9. Kumtuks was established to retain students during these crucial years and to act as a bridge back into the school system. The program: upgrades basic skills; focuses on Native Indian Studies; and fosters pride and knowledge in the rich Native Indian cultural heritage.

The program objectives are: to develop sufficient basic skills to enable enrollment in and completion of a secondary school program; to develop an understanding of the urban environment - its uniqueness and demands on people; to develop the adaptive skills for successful survival in the urban environment and to develop a positive self concept by emphasizing Native Indian culture.
The staff at Kumtuks includes one teacher, one childcare worker and one teacher assistant.

The program is for students who:
- are between 12 and 15 years of age and from grade 8 to grade 10 completion.
- show potential for academic or vocational growth
- show evidence of attendance problems prior to attending Kumtuks
- will benefit from a program emphasizing Native Indian identity. The program is not intended for students who have a long history of destructive behavior.

Upon completion of a referral, the Kumtuks Childcare Worker contacts the home and explains the program. The student visits the school and indicates whether he or she wishes to attend. The Advisory Committee examines the application and makes the selection decision. The student may be placed on a waiting list. The Kumtuks Childcare Worker contacts the referring agency, the school and the student as to the decision. Referral is completed only after a successful three week trial period.

The course of studies includes the following:

1. English: reading, spelling, writing, vocabulary building, composition, listening/speaking skills
2. Mathematics: essentials of Math 8, General Math 9 program (tutorial program for additional help)
3. Science: anatomy, physiology of the human body, ecology and first aid.
4. Native Indian Studies: historical, geographic, anthropological studies of Indians of British Columbia and other parts of Canada (emphasis given to tribes represented in Kumtuks program); extensive use of Native Indian resource people
5. Indian Arts/Crafts: beading, carving, Indian traditional art forms, design, leather work, etc.
6. Comparative Studies: examination of other ethnic cultures in Vancouver

7. Recreation/Physical Education: cycling, bowling, skating, swimming, athletics
8. Integration: students begin elective and academic courses at Templeton Secondary School.

One of the primary goals of the program is to integrate students into the secondary school at a level appropriate to their interests, age and ability. The strategies used to accomplish this goal are:

1. An assessment of the students readiness to integrate - based on attitude, committment and skills.
2. The support team for the student, consisting of a Kumtuks staff member, the school counsellor, a Native Indian school worker, classroom teachers and a social worker. The support team ensures that integration experiences are developed and monitored so that the student has the best chance for success.
3. An increasing amount of time spent by the student in the secondary school - depending on successful integration. This involves taking one course of the student's choice (an elective) at the secondary school, then two courses (an elective and an academic subject) followed by three courses and so on until total integration is achieved.

The Kumtuks Alternate Program is funded jointly by the Vancouver School Board, the Ministry of Education, and the Ministry of Human Resources. The program operates under the administration of Templeton Secondary.

For further information contact: Lorna Williams Native Indian Education Specialist, School District 39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z9 Ph. 731-1131 (local 339).

School District #39, Vancouver

Spirit Rising School

(Alternate School, Indian Culture, Academic Skills Development, Elementary)

The program provides an accredited course of study for Native Indian students, the core of which is Native Indian history, culture, lifestyle and philosophy. The program:

1. focuses on the culture, history, values, traditions and lifestyles of Indian people
2. encourages and develops a sense of confidence in students and their identity as Indian people
3. explores Indian community values, needs and decision-making process
4. develops and encourages personal decision making, life skills and efficacy enabling Indian students to gain greater control over their lives
5. assists the personal development of students through contact and counselling conducted by Indian Elders and other Indian people
6. closely examines the values, traditions, history and contemporary events of non-Indian people in Canada and the world
7. explores the local non-Indian community as it relates to Indian people.
8. strengthens and improves the academic and social skills of students

9. develops educational skills and credentials leading students to better post-secondary career opportunities
10. provides a forum in which students, parents and the community may plan, develop and implement programs, cultural events and activities of interest and importance to Indian people and their development.

This program focuses on the culture, history, traditions and lifestyle of Indian people, weaving Native Indian culture into a program which aims to develop academic skills, enhance awareness of Native culture and the local community and encourage social and personal growth. The school presently serves students in Grades 1-7. There are plans to expand the program to eventually include Grades K-12.

For further information contact: Lorna Williams, Native Indian Program Specialist 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph. 731-1131.

School District #39, Vancouver

Outreach

(Alternate School, Academic Skills Development, Personal Development, Secondary)

Since 1973 Outreach has evolved to meet the needs of Native Indian youth whose efforts in the educational mainstream have not met with success.

The program is largely an attempt to adapt the school setting to the special needs of Indian students involved in Vancouver's "street life". Outreach attempts to provide a learning environment which emphasizes community cooperation and positive self-image while enhancing cultural identity and the students' sense of Nativeness.

Specific goals at Outreach are to improve students' skills in math and English; to encourage personal and social development and personal responsibility; to foster awareness and cooperation of parents and community support personnel; to provide life skills development; and to provide a strong support system for students whose lives may be periodically disrupted; to facilitate student recognition of problems in everyday life and a variety of methods of solving these problems.

Students are referred to Outreach by school counsellors and administrators, social workers, probation offices, Native courtworkers. Many come on their own initiative or on the advice of friends. Screening is fairly informal. The main criterion is that the student be 13 - 17 years old. Staff members make the final decision on admission.

Students are evaluated daily on their work, general work habits and overall performance. In addition students receive weekly and monthly feedback on their programs.

For further information contact: Mr. Steve Garrod, Outreach, 320 East Hastings Street, Vancouver, B.C. Ph. V6A 1P3. 689-3211.

School District #39, Vancouver

Cultural Enrichment Program/Native School Support Workers

(Academic Skills Development, Indian Culture, Elementary)

The purpose of the program is to provide cultural enrichment and academic tutoring to Native Indian students from kindergarten to grade 7. Specific objectives include:

1. to stimulate academic improvement through the medium of cultural enrichment materials and experiences
2. to raise the level of self-esteem and self-worth of Native Indian students
3. to help teachers increase their awareness of Native Indian culture and to help sensitize them to the various cultural differences
4. to effect liaison with parents of Native Indian students, to encourage parents involved in the development of the project and to utilize them as resource people
5. to provide consistent liaison with a school based team, teachers and Native Indian resources
6. to acquire further knowledge and information on the needs of the migrant, urban Native Indian families
7. to develop in conjunction with school based teams, a methodology for evaluating the project.

This is an in-school program for small groups of 3-5 children. Culturally relevant materials are presented for reading, discussion and study. Topics include the general history of Native peoples in B.C. and Canada, Native heroes, Native art, dance and folklore. Listening skills, oral skills and writing and reading skills are stressed and developed through a cultural enrichment approach. Where deemed appropriate one-to-one tutoring programs are offered. Workers make consistent liaison with the student's teachers, counsellors, school based teams and families. The Cultural Enrichment Program is designed to stimulate academic improvement by using a medium which is very meaningful to Native Indian students. An annual evaluation of the program is carried out by the school's administrators and the Vancouver School Board Department of Research and Evaluation.

The program is funded by the Ministry of Education and the Secretary of State and is sponsored by the Vancouver Native Indian Youth Advisory Committee.

The programs are presently located in nine Vancouver elementary schools - Seymour, Britannia, Macdonald, Queen Alexandra, Nightengale, Carleton, Hastings, Tillicum, Southlands and two Secondary schools - Britannia and Vancouver Technical.

For further information contact: Lorna Williams, Native Indian Education Specialist, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Phone: 731-1131 (local 339).

School District #39, Vancouver

Vancouver Native Indian District Resource Room

(Alternative Program, Teaching Strategies, Elementary)

Vancouver District Resource Rooms were established recently in two elementary schools. The aim of the program is to provide support and assistance to students to ensure successful articulation and completion of a secondary school program. The District Resource Room Program offers, at the discretion of the school based team, a two to three year program for intermediate-aged native Indian students who exhibit average cognitive potential but because of their language and learning styles need to be taught in alternate ways than is traditionally presented. The design of this program is such that it allows for flexibility based on the student's needs, culturally, psychologically, emotionally, physically and academically. The program is provided in an environment conducive to their learning needs, one which reflects close warm relationships with high expectations and standards and is culturally compatible. The Instrumental Enrichment Program is the focus for instruction, because it is designed to help students think independently, learn more effectively and to transfer skills into academic instruction.

For further information contact: Lorna Williams, Native Indian Education Specialist, 1595 West 10th, Vancouver, B.C. V6J 1Z8. Phone: 731-1131 (local 339)

School District #39, Vancouver

Westside Native Indian Alternative Program

(Academic Skills Development, Secondary)

Westside Native Indian Alternative Program is administered by and is situated in the Point Grey Secondary School. The program was established to assist students enrolled in Point Grey to achieve successful integration into the regular secondary school program by providing assistance in academic subjects, support in developing social and academic skills necessary for successful secondary school graduation. The program is staffed by one teacher and one alternate worker.

For further information contact: Lorna Williams, Native Indian Education Specialist 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Phone 731-1131 (local 339)

School District #61, Victoria

Native Indian Education Division (NIED)

(Curriculum, Indian Language, Counselling, Teacher Aide, Indian Culture, Art, Elementary, Secondary),

Our philosophy of Indian Education is described as a circle that encompasses all of life while aiming to develop greater self-awareness. Learning is a life-long, total process that takes place in the classroom, among families, through communities and in the world at large. Aboriginal societies have always stressed the values of cooperation, respect for nat[illegible] communities, Elders and a unity of life. We believe that in order for Indian People to realize their full potential as creative human beings, they must be encouraged to examine all aspects of culture and the world in which they live.

The Development of Native Indian Education in Victoria

A review of the special educational needs of Native students began in 1979 by the Victoria Native Indian Education Commission. This review led to the provision of programs that addressed the needs of Aboriginal students in a more culturally sensitive manner. In 1982, priority was also given to greater community input through an elected, culturally representative board of directors. Intensive parental and community participation is now being sought. Such involvement represents an essential feature of a 'wholistic' approach to education (and life in general) expounded by traditional and contemporary Aboriginal societies.

Overview of NIED

The Native Indian Education Division (NIED) encompasses a variety of programs, personnel and services within the school district. The major components of the NIED are the Coordinator, the Parent-Community Representatives, the Board and Senior Administration.

The Administrative Coordinator coordinates, advises, and liaises amongst the diverse components of the Division. The Coordinator insures that the various programs and staff members operate to complement each other in serving student needs. As an advisor, the Coordinator keeps the Parent-Community Representatives, the School Board and the Senior Administration informed of developments and needs within the school district. The Coordinator also assists in the planning, development, implementation and administration of relevant programs and services.

The Parent-Community Representatives assist students to bridge the gap between formal education and the values of their cultural community through parent-student interactions and through informing and sensitizing educators and administrators to the special cultural needs of Aboriginal students.

NIED: Programs and Support Services

Native Indian Art

The distinctive and diverse art forms of Northwest Coast societies provide a foundation which encourages students to explore and express pride in their social and cultural roots. Such exploration and expression fit into the 'wholistic' approach to education. The program is offered at both elementary and secondary levels. The elementary program is currently in place at Blanshard, Craigflower, George Jay, James Bay and Victoria West Elementary Schools. The secondary program is offered at Victoria and Esquimalt Senior Secondary Schools and Shoreline and Central Junior Secondary Schools.

The elementary Art unit is based on traditional apprenticeships with a Master Carver. There is an emphasis on the composition of basic two- and three-dimension West Coast Native art forms and on developing the vocabulary associated with art. Flexibility and extensive student participation in designing and producing individual art works have made this program a success for both students and instructors.

The secondary level (grades 9 and 10) units continue with the composition and design aspect of the elementary program. In addition, study of the cultural history of the Coast Salish, the Kwawkgewlth, and the Nuu Chah Nulth tribal groups provide a focus on the artforms of our societies. Throughout the course, students continue to seek creative expression through painting drawing, silkscreening and wood-carving using both basic forms and traditional techniques.

Native Social Studies

The Grade 10 Native Social Studies unit explores the important role of Native Indians in Canadian history, with special attention to the Red River Metis and Native Indians in British Columbia. First the history of Canadian Confederation is studied with a focus on the Metis, the fur trade and the buffalo hunt in the old Northwest. Second, the place of Native Indians in Confederation is assessed by considering the BNA Act, the Indian Act, treaties and Canada's Indian Affairs policies. Finally, an in-depth look at First Nations in BC history focuses on the Hudson's Bay Company, the potlatch, aboriginal title and land claims. This unit has a strong current events component.

The Grade 10 Native Studies unit has been tested at Victoria High, Esquimalt High, Shoreline Community and Central Junior Secondary Schools.

In the Grade 9 curriculum which is in the process of development, the emphasis is also on the Native Indian perspective. Through the eyes of Indian people, the pre-contact period, the impact of European colonization, nationalism in the 18th and 19th centuries and the impact of the Europeans are also examined.

In the grade 11 curriculum, currently being developed, the focus is on Human Rights, urban influences, politics and policy of Canada's First People. The effects of immigration, land claims, national Native Indian organizations and self-government of BC's First People are examined. The global issues of indigenous people are also examined in the light of world politics. This portion is still largely undeveloped except for goals and anticipated outcomes.

Native Indian Student Learning Academic Program (NISLAP)

(Learning Assistance, Friendship Center, Elementary, Secondary)

NISLAP was initiated to provide direct and indirect help to our native Indian students who required culturally-attuned assistance to succeed educationally. Working in a Resource Room setting, Learning Assistance teachers assess student strengths and needs: evaluate and modify curriculum materials; and act as school-based consultants to parents, school staff, district specialists and outside agencies.

Multicultural Aides

In four elementary schools (George Jay, Blanshard, Craigflower and Victoria West), Multicultural Aides work under the supervision of NISLAP teaching staff to provide specialized enrichment in Native Indian culture for students. They also act as role models and cultural liaisons for district students.

Counselling

Native counselling provides support essential to students in meeting their individual academic, social and cultural needs in a learning environment. This support both allows students to function effectively in multi-cultural classes and assists instructors in recognizing and meeting those unique needs. These cultural services are available to all Native students in the district's elementary and secondary schools. Presently, three itinerant District native Indian counsellors regularly visit twelve schools and are available at all others on a referral basis.

NIED Rehabilitation Program

The Rehabilitation Program begins in Fall/88 as a 'safe place' for native Indian students designated as 'at risk' . These include students experiencing cultural, emotional or psychological problems resulting from academic difficulties, displacement due to recent urbanization and low economic profiles. Placement in this program will occur only after all other school and district options are exhausted. Identification and screening places the student in an alternate school setting with a limited (14) class size.

This special setting allows for the development of an individual education programs. Beyond the minimum goal of functional literacy, the program includes such supplementary components as peer networking, health care, life skills and recreational programs.

It is anticipated that the Elementary Rehabilitation Teacher will draw support from the District Multicultural Aide, the Native Behavioural Aide and the Youth and Family Counsellor.

Native Indian Health Promotion Project

This pilot wholistic health project enables the native Indian communities to improve the total health of children, adolescents, parents and Elders in Greater Victoria. This improvement is pursued by identifying areas of health inequity and developing community-based solutions.

Coordinated by a Project Officer, preventative health education seminars and workshops, mutual suppport groups and complementary traditional Native Indian and conventional health practices all play a part in health improvement. An extensive involvement will restore Elders to their traditional role as teachers and models in health care.

It is anticipated that this project will serve as a model for establishing positive working relationships between public health agencies and urban native Indian communities.

For further information contact: Ms. Marie Cooper, Coordinator of Native Indian Education, School District 61, Victoria, B.C. V8W 2R1 Phone 381-3212 Ext. 254.

HAIDA

Thunderbird and Grizzly pole

Courtesy of the Royal British Columbia Museum

School District #50 (Queen Charlotte Islands), Massett

Queen Charlotte Island Readers

(Language Arts, Curriculum, Elementary)

This collection of 21 readers and teacher resource guide is intended to encourage reading through the use of materials relevant to the community and environmental experiences of Queen Charlotte Islands children.

The reading series targets grades 1-3 students and was written and illustrated by local people. Sight words and phonetic skills incorporated in the readers conform to the provincially recognized reading series.

For further information contact: Mr. Bill Roper, Superintendent of Schools, School District #50, Queen Charlotte City, B.C. Ph. 559-8471.

School District #50, Queen Charlotte Islands

Haida Studies - Elementary

(Curriculum, Indian Culture, Elementary)

The Haida Studies Project incorporates local Haida history and culture with existing Social Studies curriculum for grades 1-7. Local Haida resource people assist with instruction regarding unique art forms and cultural heritage. Teacher's resource book and guide are included with each kit. Project activities are based on level-appropriate materials.

Primary level materials include: photographic materials (1880 - present), legends, posters and transparencies; colouring, mapping and drawing; and drama, sorting, and discussions.

Intermediate Levels reading materials include:
Grade 4: Sea and Cedar Lois McConkey

Grade 7:
- Those Born at Koona John and Carolyn Smyly
- slide presentations, Q.C.I. Mmuseum
- regional geography
- video & filmstrip cassettes
- Haida language and aArt
- transparencies and charts
- constructions of villages & totem poles

Project evaluation has been completed by the Queen Charlottes Resource Center, recommendations for change noted and acted upon. Keen individual teachers have expanded their kits for their own use. There are Haida months where all the classes in the school are concentrating on Haida culture.

For further information contact: Mr. Bill Roper, Superintendent of Schools, School District #50 (Queen Charlotte), P.O. Box 608, Queen Charlotte City, B.C. Ph.559-8471

Skidegate Band and School District #50 (Queen Charlotte), Skidegate

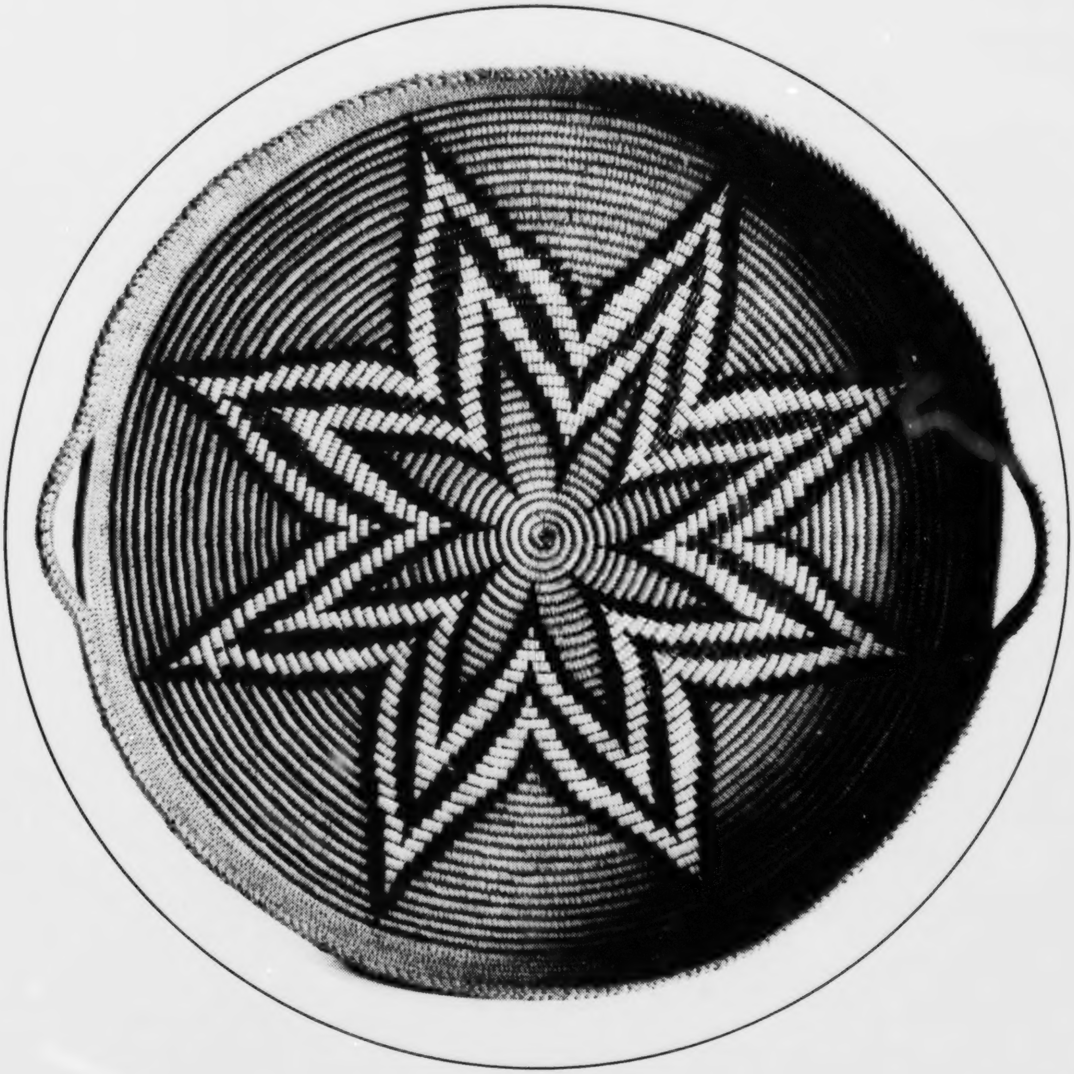
Haida Language Program

(Indian Language, Joint Project, Elementary)

The goal of the Haida Language Program exposes the Haida students to their Native language and culture. This year the program is 150 minutes per week for grade 1-5 with inclusion of 6 and 7 in subsequent years. It is open to all students and scheduled opposite an Elementary French and other subjects in the primary grades. The program is taught by Haida Instructors one of whom is fluent in the language, the other two learning it as they go.

For further information contact: Pearle Pearson, Skidegate Band Education Committee, P.O. Box 699, Queen Charlotte City, B.C. or Mr. Bill Roper, Superintendent of School, School District #50, Queen Charlotte City, B.C. PH. 559-8471.

INTERIOR SALISH



Cedar Root Tray

Courtesy of the Royal British Columbia Museum

Sxoxomic School Committee, Alkali Lake

Sxoxomic school

(Band Controlled School, Indian Culture, Indian Language, Teacher Aide, Home School Coordinator, Elementary, Secondary)

The Sxoxomic School enrolls 87 students and employs five teachers, four aides, a Home School Coordinator, three non-instructional staff and a principal.

The Band and people of Alkali Lake have determined a school philosophy that recognizes each person in the community as a unique individual with different experiences, skills and capabilities. The responsibility for education decisions is taken by the people of Alkali Lake. Education should take place in the community and should involve the parents and guardians. It includes local history, geography, and culture.

Some specific divisions in the school are Nursery/Kindergarten, Shuswap Language and culture, Special Needs, Sports and Recreation, Arts and Crafts, Counselling.

Additional service components include Speech Therapy, Intramural Sports, Parent Involvement, Student Travel and Field Trip, Enrichment, Kindergarten Auditory Program and Computer Programs and kindergarten.

For further information contact: Principal, or Freddy Johnson, Home School Coordinator, Sxoxomic School, Alkali Lake, B.C. V0L 1B0. Ph. 440-5618.

North Thompson Indian Band, Barriere

Home School Coordinator

(Home School Coordinator, Band Controlled, Elementary, Secondary)

The Home School Coordinator position is a full-time position funded by the Band, to serve as a special counselling resource person for Indian students and adults attending any educational institutions in the area.

The duties, from the Job Description are:

1. communication with student, teacher and parents.
2. counselling students on a regular basis to support and encourage.
3. initiate Parental and/or Indian involvement, to develop more community involvement in the school.
4. act as a resource person to the schools, the Band, DIA, parents, and Indian organizations.
5. research and development of ideas and projects, including post-secondary programs and preparatory programs to help increase Native students' achievement in college or university.

The Home School Coordinator is not a truant officer or a spare teacher. Role is as a catalyst, not leader. The objective is to improve educational opportunities for Native Indians.. The aim is an improved total learning experience for Indian students.

In September 1985 a full-time Tutor for Native Indian students will be provided at the Cariboo College.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Education Coordinator, North Thompson Indian Band, Chu Chua, Box 220, Barriere, B.C. V0E 1E0. Ph. 672-9995.

North Thompson Indian Band, Barrier

Neqweyqwelsten School

(Band Controlled School, Elementary)

Neqweyqwelsten School is managed by an Education Authority made up of parents of the community. They have a high level of parental involvement. Presently the school on the reserve teaches children from grade 1-4. In September, 1989 the Band wants to expand to Grade 5. The Band wants a facility which can be used for educational and cultural activities.

The Band employs 1 teacher, a part-time teacher-aide and 3 language teachers.

The goals of the school are to:
1. develop a whole language program based on their children's needs
2. provide the children with a pleasant learning environment
3. develop a positive self-concept in the children
4. provide individual attention
5. integrate Shuswap language, culture, and history into the curriculum
6. ensure mastery of basic academic skills
7. employ Band people whenever possible

For further information contact: Nathan Matthew, North Thompson Indian Band, Chu Chua, Box 220, Barriere, B.C. V0E 1E0 Ph. 672-9995

School District #30, Cache Creek

Indian Education, Cache Creek Elementary School

(Teacher Aide, Learning Assistance, Tutor, Counselling, Elementary)

Funds provided by the Ministry of Education support one Native Indian teacher aide position. This Learning Assistance oriented position provides academic support, on a one-to-one basis, to Native Indian children who experiencing academic difficulty.

For further information contact: Principal, Cache Creek Elementary School, P.O. Box 128, Cache Creek, B.C. V0K 1N0. Ph. 457-6248.

Canim Lake Indian Band, Canim Lake

Eliza Archie School

(Band Controlled, Alternate School, Curriculum, Indian Culture and Contemporary, Tutor, Elementary, Secondary)

Eliza Archie School is an on-reserve Band Controlled education project. It is administered by the Canim Lake Band through an elected Education Authority. The objective of the school is to provide a local learning environment for the children of the Canim Lake Band.

The school adheres to the provincial curriculum, but utilizes cultural infusion, thereby adapting the curriculum to the students' cultural identity. The school utilizes community resource persons to assist teachers. At the high school level, on an intermittent basis, a local Indian point of view is given towards subjects. The school also utilizes community members for special tutoring, on a one to one basis with students.

The principal, in conjunction with the Education Authority, has conducted a formal evaluation of the school and the teachers. At present, basic methods of project evaluation include the use of the Canadian Test of Basic Skills and regular student school reports. Further project evaluation will be based on the Education Committee's philosophy of education goals.

The school's sources of funding include monies from the Department of Indian Affairs and the local School District. School District #27 funds part of the secondary component of the school. The school enrollment totals 90, including 32 high school students. The school's staff consists of one principal and five full-time teachers, plus 3 Teacher aides and a Native Cultural language teacher.

For further information contact: The Principal, Canim Lake School, P.O. Box 2230, 100 Mile House, B.C. V0K 2E0. Ph. 397-2333.

Canim Lake Indian Band, Canim Lake

Resource Technology Program

(Indian Culture, Secondary)

The Resources Technology Program combines the secondary core curricula from grades 8-12 using natural resources as the theme of particular relevance is the Native perspective, both historic and current. Forestry and agriculture have been the recent current emphasis.

For further information contact: Charlotte Christopher, Canim Lake Band, P.O. Box 1030, 100 Mile House, B.C. V0K 2E0

Canim Lake Indian Band, Canim Lake

Professional Development

(Professional Development)

The Band has entered into seven year agreement with Gonzaga University of Spokane, Washington. The program works with the Band in the professional development of the Band and teaching staff. Band members attend summer school at Gonzaga University during the summer and then do distance education courses during the year. At the completion of training Band members should have degrees in educational administration.

For further information contact: Charlotte Christopher, Canim Lake Band, P.O. Box 1030, 100 Mile House, B.C. V0K 2E0.

Spallumcheen Indian Band, Enderby

Shihya School

(Band Controlled School, Curriculum, Indian Language, Self Esteem, Indian Culture, Counselling, Teacher Aide, Tutoring)

The Spallumcheen Band School began as a pre-school which flourished as the Band assumed more control. The school has been administered by the Band since 1977. It enrolls children from pre-school to Grade 4. There are two teachers and 2 teacher aides.

The main goals that the teachers are working towards are:

1. to develop self-esteem and level of confidence of the children
2. to enhance physical health and physical expression

3. to develop the academic skills beginning with oral language; language and math are at the core.

Other important goals are:

1. to develop respect for the natural environment
2. to help the children become independent and responsible
3. to develop an environment that constantly looks to the future
4. to prepare students to have a real choice for the future
5. to develop the skills and understanding to draw the best from both the Indian and non-Indian worlds
6. to develop a relationship with oneself and others; this is more than just development of social skills, it includes part of the spirtual
7. to develop an effective working relationship with the parents and the community.

The school teaches the provincial curricula. In addition there are sex education classes, a drug and alcohol program and a stress management program for youth. The school is trying to establish a peer counselling and greater parental involvement.

For further information contact: Jean Brown, Education Administrator, Spallumcheen Indian Band Office, Enderby, B.C. V0E 1V0. Ph. 838-6496 (local 12).

School District #24, Kamloops

Native Education Coordinator

(Coordinator, Elementary, Secondary)

The role of the District Native Education Coordinator is to provide leadership in and special focus on Native student education. The Coordinator forms an integral part of the district's educational support staff. Further, he/she works in cooperation with all other district staff to provide support and leadership throughout the district with special emphasis on Native education.

The Native Education Coordinator, under the direction of the Superintendent, assist teachers in improving classroom instruction and program development for Native student. In exercising this function, the Coordinator may employ any or all of the following strategies:

1. providing on-site support and assistance to classroom teachers in the areas of teaching methodology, curriculum resources, evaluation procedures and classroom management;
2. assisting the district in the design and implementation of regular and/or exceptional programs for Native students;
3. planning and conducting District workshops in response to teacher needs and District priorities;
4. developing curriculum materials and resources;
5. planning and improving home school information and communication programs;

6. providing leadership in Native (Shuswap) language programs;
7. other duties as assigned by the Superintendent's Offices.

Unique aspects of the project are the advocacy role and Shuswap language development.

For further information contact: Native Education Coordinator School District #24 (Kamloops), 1383 - 9th Avenue, Kamloops, B.C. V2C 3X7. Phone:374-0679. Ph. 372-7788.

School District #24, Kamloops

Native Teacher Aides

(Teacher Aide, Learning Assistance, Tutoring, Indian Language, Indian Culture, Elementary, Secondary)

The purpose of this program is to improve native students' achievement and participation at school and give Learning Assistance to Native Indian students. Problems of identity, socialization and learning are addressed.

Native Teachers Aides work in schools throughout the district. Typical job descriptions are as shown below for elementary and secondary schools.

Elementary

1. checks performance of Native students;
2. works on a one-to-one basis or in small groups with Native and non-Native students who require extra drill in specific areas such as language arts and mathematics;
3. works with grade 4 teachers on Native Studies as resource people to show their artifacts or demonstrate handicrafts such as beadwork, birch bark baskets and buckskin;
4. works closely with the Special Education teacher to assist students with special needs;
5. spend one hour per day in kindergarten classroom;
6. assists in Primary Language Arts in each of the three primary classes;
7. helps prepare math work packages for students to take home, especially Native students.
8. works closely with social workers and Home School Coordinator;
9. does regular teacher aide tasks.

Secondary

1. checks Indian attendance regularly;
2. checks on conduct and performance of Native student if having problems at school; works as a liaison between student and teacher;
3. works closely with school counsellors;
4. does one-to-one work with students under the direction of the Language Assistance teacher;

5. works closely with Human Resources counsellors and Home School Coordinator;
6. refers problems to Home School Coordinator if Native students are having difficulties that are stemming from the home;
7. attends Social Services meetings every month at the secondary school.

For further information contact: Native Education Coordinator, #24 (Kamloops), 1383 - 9th Avenue, Kamloops, B.C. V2C 3X7. Phone: 374-0679.

School District #24, Kamloops

Native Shuswap Language Teacher, Chase

(Indian Language, Elementary)

The purpose of this project is to teach Shuswap language to primary and intermediate pupils.

The project involves development of Shuswap language teaching materials and instruction for about seventy Native Shuswap children at Chase Primary and Haldane Intermediate Schools.

For further information contact: Mr. Joe Michel, Haldane Intermediate School, P.O. Box 380, Chase, B.C. V0E 1M9. Phone: 679-3269.

Kamloops Indian Band, Kamloops

Pre-school and Kindergarten

(Band Controlled Program, Primary, Pre-school, Day Care, Home School Coordinator, Curriculum Development)

The Kamloops Indian Band has operated an on-reserve nursery for approximately 15 years. At present, eight children from the Band attend the nursery. The nursery employs one qualified full-time teacher and one full time teacher aide; both are Native Indian. In addition, a day care service situated at the Kamloops Indian Residential School, which is partially Band Controlled and subsidized, is provided for Native and non-Native children who are from 18 months to 5 years old. The day care service is further subsidized by tuition paying parents.

Until September 1982, the Band also operated a kindergarten which is now part of the Seklep School which the Band established with School District #24. The school is described in a separate report.

The Band also maintains a library which has operated on the reserve since 1975 in conjunction with the Cariboo-Thompson-Nicola Library System. This relationship was established to bring the library closer to people, so that students have access to it which will thus help to improve their academic skills.

For further information contact: Home School Coordinator, or Kamloops Indian Band, 315 Yellowhead Highway, Kamloops, B.C. V2H 1H1. Ph. 372-9575.

Kamloops Indian Band and School District #24, Kamloops

Seklep School

(Joint Project, Kindergarten, Elementary)

Seklep School is a joint project of the Kamloops Indian Band and School District #24. The school began in September 1982. The main objectives of the school are cultural and academic enrichment.

The school encompasses grades K-6. Three and one-half qualified Native teachers enroll 71 students. The school is administered by the school district through Ralph Bell Elementary School. Funding is provided by the school district from Master Tuition Agreement funds. The Education Committee of the Kamloops Indian Band is a significant part of the decision making process for curriculum and personnel.

The school will enroll non-Native students up to one-third of the school.

The school adheres to the provincial curriculum and students often attend functions at Ralph Bell Elementary.

Unique Aspects of the Project : Joint administration by the School District and the Band.

For further information contact: Principal, Ralph Bell Elementary, 1976 Valleyview Drive, Kamloops, B.C. V2C 4B8. Ph.372-7795.

Secwepemc Cultural Education Society, Kamloops

Secwepemc Media Center

(Indian Culture, Indian Language, Resource Centre, Research, Band Controlled)

The Bands of the Shuswap Nation work together to preserve and record, perpetuate and enhance Shuswap language, history and culture. To support this , the Secwepemc Media Center, owned and operated by Secwepemc Cultural Education Society:

1. researches and collects vidio-tapes, films, audio-tapes, slide-tape productions.
2. collects and records the memoirs of the Shuswap Elders using audio-visual methods
3. utilizes the Shuswap Language to the fullest possible extent on Secwepemc Cultural Education Society Productions.

4. initiates and promotes audio-visual productions reflecting modern Shuswap development.
5. responds to training requests from Shuswap Bands.

A catalogue (Secwepemc Cultural Education Society Resource Center Catalogue) is available, listing the audio-visual policy of the Secwepemc Cultural Education Society, the audio-visual services offered, and a list of audio-visual holdings. The format of the catalogue is intended to simplify location of materials listed. It includes an Index of the videos, slide-tapes, and archival photo-kits. The centre lists their holdings for loan to appropriate personnel and schools.

For further information contact: Secwepemc Cultural Education Society, 345 Yellowhead Highway, Kamloops, B.C. V2H 1H1 Phone 374-0616.

Secwepemc Cultural Education Society, Kamloops

Interior Native College Entrance Program

(Academic Skills Development, Band Controlled, Secondary)

The Interior Native University and College Entrance Program was initiated and is administered by the Secwepemc Cultural Education Society and the Interior Salishan Education Council. It is a locally developed program intended to prepare students wishing to obtain a degree and diploma from a university or college. It is located in the former Kamloops Residential School building.

Because many local Native educators participated in the design of the program, it presents a holistic approach intended to develop the spiritual, emotional academic and physical dimensions of each person.

Any Native student whose goal is to obtain a degree or diploma and who requires an academic grade 12 can attend. Students should include a transcript of high school marks.

The student upgrades his/her academic skills in English Math, Biology and Chemistry in a unique program that takes into consideration study skills, life skills and Native culture. Together with the counsellor, he/she choose the most suitable individualized program.

For further information contact: Interior Native University and College Entrance Program, c/o Secwepemc Cultural Education Society, 345 Yellowhead Hwy., Kamloops, B.C. Phone: V2H 1H1.

School District #16, Keremeos

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

This program is designed to assist Indian children and their parents in providing the Home/School atmosphere that will be a positive force in the education of Indian children.

The Home School Coordinator is the contact person for both parents and teachers as they work together to ensure that Native children will be successful in their school life.

Truancy, tardiness, lack of homework, lack of materials and poor nutrition are major concerns that the Home School Coordinator deals with. He/she acts as a liaison between the home and the school and brings all the local services such as Human Resources, Health and Probation Officers to bear on any problems that might occur. He/she is the connecting link with the Band Office and the School, and meets on a regular basis with the Band Officers and social workers.

Home study programs are provided for those students who for a variety of reasons are unable to attend school. The Home School Coordinator helps arrange for these and helps monitor them.

For further information contact: Michael Roscoe, District Superintendent of Schools, School District #16, Box 10, Keremeos, B.C. V0X 1N0 ph. 499-5825

School District #16, Keremeos and Cawston

Indian Education Project

(Indian Studies, Social Studies, Elementary)

The goal of the project is to provide a local Indian unit or work in the regular Social Studies so that a feeling of pride can develop in the district and within individuals. This then will promote both a better understanding of the Native culture and an identity for the Native children in the school.

A unit of work at the Primary and Intermediate level of two week duration has been developed and incorporated into the Social Studies Program. Materials used for this purpose are those developed over a three year period by the Okanagan Curriculum Committee (Penticton). In-service has been provided for the staff, most of whom have now taught this unit for two years, and an Indian resource person hired to help teachers explain material, to collect available artifacts and materials, to plan field trips that would be relevant to the program.

For further information contact: Michael Roscoe, District Superintendent of Schools, School District #16, Box 10, Keremeos, B.C. V0X 1N0 Ph. 499-5825.

School District #29, Lillooet

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

The Home School Coordinator's function is to act as liaison officer between the schools and the homes of the Indian students. The purpose is to work towards a greater understanding among the Indian people on matters pertaining to the education of their children.

The Home School Coordinator endeavours to make the education of Indian students more meaningful and worthwhile by:

a. visiting and counselling students and parents in their homes;
b. encouraging regular attendance;
c. working with the Indian Communities, especially the Indian Education Committee;
d. encouraging Indian students to complete graduation from high school;
e. discussing with Principals, potential improvements on school programs for Indian students.

More detailed information on the Home School Coordinator role is provided in Appendix A.

The project is supported through the Indian Education funding from the Ministry of Education.

For further information contact: Home School Coordinator, c/o Lillooet Secondary School, Box 760, Lillooet, B. C. V0K 1V0 Phone: 256-4274.

School District #29, Lillooet

Transition 1 & Transition 2

(Readiness, Academic Skills Development, Elementary) This is a remedial program designed for students who will likely experience difficulty in the primary grades. Its major objective is to develop basic academic and social skills to a degree that will allow the students to experience success in their first and second years of primary education.

Student placement in this program is based on scholastic aptitude test results, anecdotal observations by the classroom teacher, and academic and social growth during the

Kindergarten year.

Monitoring of students is through teacher developed checklists, observation of social development, standardized test results and visitations by administration and other supervisory personnel.

For further information contact: Mrs. Sallie Atkinson, Cayoosh Elementary School, Box 649 Lillooet, B.C. V0K 1V0. Phone: 256-4212.

School District #29, Lillooet

Rehabilitation Program, Lillooet Secondary School

(Academic Skills Development, Personal Development, Secondary)

The Rehabilitation Program is designed to provide an alternative setting for those adolescents who, for social and emotional reasons, have experienced great difficulty in the regular school system. Thus, the program offers a secure family-like environment providing a stable atmosphere within which the student has the opportunity to experience academic success, learn to accept responsibility and set meaningful personal goals.

The Program has two components,remedial and regular. The remedial component is designed to serve those students who are intellectually capable of success in school but who have failed to acquire intermediate level skills. The regular component serves those who possess these skills but are still behind grade level. The social program combines counselling with social and commitment contracts designed to produce acceptable behavior. Admission requirements, screening processes, and exit procedures are available.

For further information contact: Mike Kennedy, Lillooet Secondary School, Box 760, Lillooet, B.C. V0K 1V0 Ph. 256-4274.

School District #29, Lillooet

Special Needs Program

(Academic Skills Development, Elementary)

This is a special needs program currently being offered to two Native fetal alcohol syndrome children at Bridge River Elementary School. Its major objectives are to provide basic academic and social skills and to enhance home-school liaison.

Prior to placement in the program, pupils complete standardized testing procedures and the previous year's classroom teacher prepares a performance summary. During the program, individualized anecdotal records are kept. On completion of the program, overall student growth is evaluated through standardized testing.

For further information contact: Mrs. Bev Richings, Principal, Bridge River Elementary School, General Delivery, Shalalth, B.C. V0N 3C0. Phone: 259-8343.

School District #29, Lillooet District Indian Council, Lillooet/ Shalalth

Tutors

(Tutor, Elementary, Secondary)

The role of the tutor is to:

- Work with students of the Bands during and/or after school hours.
- Meet with teachers on a regular basis and observe in-class situations at the discretion of the teacher.
- Correct papers if it provides immediate feedback to the students.
- Work with students in the general academic areas, but need not pursue students completion of individual assignments.
- Work with study materials either provided or approved by the child's teacher, and engage in the following suggested tasks: listen to students read, practice drills in spelling and math, assist in memorization of facts related to Social Studies and Science and oversee practice in printing and handwriting.

For further information contact: Mr. John Uzelac, Superintendent of Schools, School District #29, Box 820, Lillooet, B.C. V0K 1V0 Ph. 256-4282.

Lytton Indian Band, Lytton

Home School Counsellor

(Home School Coordinator, Band Controlled, Elementary, Secondary)

The Lytton Indian Band has a total population of 1254, 800 of whom are living on 57 reserves in the Lytton area. The Education Program services approximately 330 Band members. Most students attend one of the two public school in Lytton, Lytton Elementary or Kumsheen Secondary. Post-secondary students attend college or university in other parts of B.C. or Canada.

There are two home-school counsellors who, utilizing a team approach, advocate for students and parents and assist students in taking responsibility for themselves and their education. The counsellors supportive role has been rewarded in the decrease in truancy, greater harmony between Native students and the school administration and greater involvement by parents in their children's education.

The Home/School Counsellors currently administer a number of programs aimed at preschool age children (a Band Preschool and the Portage Project), elementary and secondary age children (busing, tutoring, in-school programs) and adults (community literacy and post-secondary programs). They also administer community-oriented services such as a drop-in centre. As administrators, they advise, provide encouragement to staff, and facilitate program development, evaluation and funding.

The Home/School Counsellors also work with community groups, functioning as education resource persons for widely diverse groups from tribal education councils and college advisory boards to mental health and social service groups.

For further information contact: Nonie McCann or Audrey Blatcford, Lytton Indian Office, Box 20, Lytton, B.C. V0K 1Z0. Phone 455-2455 or 455-2304.

Lytton Indian Band, Lytton

Tutoring Program

(Tutors, Band Controlled, Elementary, Secondary)

This program is administered by the Lytton Indian Band Education Department.

The goals of the Project are:
1. to work on a one to one basis so the student's specific individual educational needs can be met.
2. to develop rapport with each student as an individual.
3. to enlist parents as tutors, thereby encouraging them to be more involved with the school system and to act as role models for their children.

The program began in September of 1987. A two-day workshop to train tutors was offered to interested persons. Both Native and non-Native individuals have become involved and currently there are 26 tutors. The program operated from October to June, two days per week in the elementary school and two days in the secondary school. The tutoring program is divided into three blocks. For the first block (October to December), only the elementary program was functioning, however, the secondary program began in the January to March session. All students tutored at the elementary level were Native ages 12 to 22. At the secondary level there were 12 and 9 students respectively in the two time periods. Each time, all students but one, were Native.

Students were tutored for one hour after school. This program is voluntary and students, parents, teachers, tutors and coordinators discuss together what skill will be worked on. Students can be referred by their principal or their parent. Tutors and teachers report in writing on the student's progress during the time he/she is being tutored. The program as a whole is organized by a co-ordinator who is responsible for both the elementary and secondary schools.

In the future, it is hoped that more tutors can be found for the high school and that in-school tutoring can be introduced. The use of contracts will also be implemented.

This program is unusual in that it is not a homework program and in that it specifically trains parents and other interested persons to become tutors for the community's children.

For further information contact: Sheila Adams, Tutoring Coordinator, Lytton Indian Band, c/o Education Department, Box 20, Lytton, B.C. V0K 1Z0.

Lytton Indian Band, Lytton,

Lytton Band Portage Project

(Readiness, Pre-School, Band Controlled)

The Lytton Band Portage Project was a one year project (October 1987 to June 1988) which focused on the development of preschool children. Eleven children were in the program, of which eight were seen regularly. Children were seen both individually with their parents and in groups. Parents were given behaviour checklists and were informed of novel ways to use household articles to teach their children. Children also had an opportunity to play with materials that were not available in their home. Group sessions gave children a chance to play with peers and parents an opportunity to exchange ideas with other parents. It seemed to be an enjoyable experience for all as parents realized how much they could teach their own children.

For further information contact: Noni McCann or Audrey Blachford, Lytton Indian Band, P.O. Box 20, Lytton B.C. V0K 1Z0. Ph. 455-2455 or 455-2304.

Nicola Valley Indian Administration, Merritt

Indian Education Coordinator

(Coordinator, Counselling, Elementary, Band Controlled, Secondary)

The Education Coordinator for the Nicola Valley Indian Administration is a full-time position funded by the Nicola Valley area Bands. The Education Coordinator is responsible for the administration of the education budget of the Nicola Valley Indian Administration. This includes in-school projects, Home School Coordinators, curriculum development, cultural education center, a Band controlled alternate school, as well as student support allowances and programs at the adult levels. In addition the Education Coordinator is expected to liaise with the School District, Cariboo College (particularly through the Cariboo College Indian Advisory Committee), federal progams, and the education components of the various Indian organizations and groups. The Education Coordinator is to serve the Native people of the Nicola Valley area.

For further information contact: Ms. Ruby Adams, Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Home School Coordinators

(Home School Coordinators, Preschool, Elementary, Secondary)

This project is administered by the Nicola Valley Indian Administration - the Upper Nicola, Lower Nicola, Shackan and Nooaitch bands.

Goals of the Project

To provide: academic/career/personal counselling to Native students; liaise with students, parents, teacher/instructors; encourage academic excellence - coordinate field trips, incentive groups, career fairs; and assist and coordinate workshops and various activities for and with students.

The Home School Coordinator visits the schools, both public and band operated schools and meets with teachers, students, parents and to discuss students' progress and performance.

For further information contact: Mrs. Ruby Adams, Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Lower Nicola Elementary Schools

(Band Controlled School, Indian Culture, Indian Language, Pre-School, Elementary)

This project is administered by the Lower Nicola Education Authority.

Goals:

1. To provide a solid academic foundation for students.
2. To ensure that students have developed pride in their culture with a knowledge of their past, present and future.
3. To develop cultural curriculae for the science and social studies program.
4. To encourage in students, a positive attitude about education as a life-long experience; and to provide them with skills to continually acquire information.

The Lower Nicola School is located on the Shulus Reserve. The school expanded to grades 1-2 in September, 1986 and is expanding to grade 5 in 1988. There are presently 48 students enrolled for the school year 1988/89. There are three qualified Native teachers, two of whom are recent graduates from the N.I.T.E.P. program teaching in the school. The teacher aides have been parents from the community who are interested in the children's progress.

Community resource people come in to teach the Thompson Language and also teach about the culture.

For further information contact: Ms. Rona Sterling, Program Manager, Lower Nicola Schools, c/o N.V.I.A., P.O. Box 188, Merritt, B.C. V0K 2B0. Phone: 378-4248.

Nicola Valley Indian Administration, Merritt

Coldwater School

(Band Controlled School, Self-Esteem, Indian Culture, Pre-School, Elementary, Secondary)

This project is administered by the Coldwater School Board.

The goals are to provide a young person with school experience that will enable him or her:

1. To understand and appreciate the culture and value system and how it compares with others.
2. To assume a gradually increasing responsibility for oneself and others.
3. To become increasingly aware of the Native communities.
4. To acquire the knowledge and skills for assessing challenging and satisfying careers and for making a positive contribution to the community.
5. To develop the appetites and techniques necessary for life-long, self-initiated learning.

The Coldwater School has been in operation since September 1984 and resides on the Coldwater Reserve. The school is run by a Program Manager, Acadmics Instructor and the Coldwater School Board. There are presently 4 teachers. The students range from Nursery to Grade 12.

Community resource people come in to teach the Thompson language and also teach a little about culture.

Future plans include developing cultural and language curricula for use in the schools.

An important aspect of the project is bringing Native role models into the school to give presentations and workshops to the students, teachers and community members.

For further information contact: Mrs. Janice Antoine, Program Manager, Coldwater School. Phone: 378-9261.

Nicola Valley Indian Administration, Merritt

N'Kwala School

(Band Controlled School, Indian Culture, Elementary School)

The school is administered by the Upper Nicola Education Authority. The goals of the school are the same as those of the Coldwater School described above.

The Upper Nicola N'Kwala School (Douglas Lake) has been in operation since September 1983. School enrollment is 47 elementary students and 19 secondary students.

School programs are under the direction of the School Board which in turn is responsible to the Band Council. The schools have a program manager, academic facilitators and resource people on call. The program is regularly evaluated by the instructors and School Board.

Philosophy: Education is defined to include all the factors contributing to the growth and development of the total person - physical, intellectual, emotional and spiritual. It therefore includes the formal and non-formal learning experiences as well as that which goes on at home, in the playground, on the street, and at work. In its fullest sense, education is the process by which a culture is preserved, enhanced, and perpetuated by its citizens. It is essential, therefore, that the formal "school" experiences harmonize with and enhance the non-formal learning experiences within the community, and in turn develop the human resources capable of bringing to fruition the plans and aspirations of the community.

For further information contact: Richard McLeod, Program Manager, N'Kwala Schools c/o NVIA , Box 188, Merritt, B.C. V0K 2B0. Phone 350-3370.

Nicola Valley Indian Administration, Merritt

Nicola Alternate School

(Alternate School, Band Controlled, Indian Culture, Indian Language, Elementary, Secondary)

The Nicola Alternate School is administered by the Shackan Indian Band.

The aim of the program is to organize a learning environment to provide learning experiences for Native Indian youth to be better prepared as they go into adulthood than their present circumstances allow. The curriculum consists of the subject areas (blocks) concerned with the following: personal development, understanding and using bureaucracy, family planning, family roles and expectations, personal communication, job readiness, practical math, practical science, practical English, physical appreciation and political and government influences on you.

The Nicola Alternate School has been in operation since November 1982 for the members of the five Nicola Bands and other Native people who reside on the reserve or in Merritt. The program was developed as an alternative to the public school system to serve students who demonstrate the inability to cope with the demands of the school system and home/community system on or off reserve. There are presently 12 students registered in the school.

The program presently has two staff members, an academic teacher and an assistant who jointly provide group and individual programs in the academic component or practical instruction for parental, community, employment, and personal adulthood. The program focuses on personal development and academics to prepare students to return to public school, training or the work force.

The program engages community resource people in various components of the program such as nutrition, personal health and personal budgeting. In the past 18 months, there has been emphasis on learning about the traditional lifestyle and eating habits of Native people.

Community resource people have been teaching the following:
1. Thompson Language (oral)
2. Identifying and picking Native foods - going out to actual sites
3. Arts and Crafts

The philosophy of the program is as follows: "Within the spirit and policy of Indian Control of Indian Education it is in the Indian Tradition that each adult is personally responsible for each child to see that he learns all he needs to know in order to live a good life. We want our children to learn that happiness and satisfaction come from pride in one's self-understanding, one's fellow man, and living in harmony with nature. Pride encourages us to recognize and use our talents as well as to master the skills needed to make a living."

For further information contact: Ms. Ruby Adams, Education Coordinator and Martha Aspinall, Academic Instrucator Nicola Valley Indian Administration P.O. Box 188, Merritt, B.C. V0K 2B0. Ph.378-4235 or 378-4711

Nicola Valley Indian Administration, Merritt

Incentive Program (Secondary Students)

(Secondary)

This program is administered by Native Support Workers and the Nicola Valley Indian Administration Education Department. The goal of the project is to encourage secondary students to strive for the best in their education and to encourage students to think about their future goals and aspirations. The program has been in effect since 1984 and has been coordinated by the Native Support Workers and Home School Coordinators of N.V.I.A. Students from the secondary schools are encouraged to participate in the incentive program from the beginning of the school year.

Students who wish to participate decide which courses they will improve in (constant courses) and must keep their average up. In addition their attendance is closely monitored. Students must also participate in fund raising during the year - this promotes teamwork and leadership.

The group has gone to the following: U.B.C. Open House (1987); Expo '86 (1986); Alkali Lake Sharing Conference (1985); and 1984 - Lytton Prevention Workshop.

For further information contact: Karen Simon, Native Support Worker, Merritt Secondary, 378-5131 or N.V.I.A. Education Department. Phone: 378-4235.

Nicola Valley Institute of Technology, Merritt

Nicola Valley Institute of Technology

The goal of the Nicola Valley Institute of Technology (NVIT) is to provide Native Indians with access to a system of highest quality post-secondary academic, vocational, and technical education on their terms.

The NVIT was initiated in 1984 to respond to two major objectives. The first objective was to improve the opportunities for meaningful careers for Band members. The second was to fill the need for skilled, certified leaders and managers of Band resources and enterprises. The Nicola Valley Institute of Technology holds a private educational institution trade license and can offer diplomas and certificates. The Nicola Valley Institute of Technology has affiliation and accreditation agreements with the Open Learning Institute, the College of New Caledonia, Cariboo College, Fraser Valley College and Simon Fraser University.

Operation Size and Structure: services used by 31 Bands, (1987/88) 150 full time students and 90 part-time students, (1987/88) 24 teaching staff, principal, registrar, counsellor and 5 program administrators , currently operating 10 classrooms and support facilities in 3 locations.

6 full-time post-secondary programs have been operating since September 1986. NVIT also offers an extensive part-time program which includes career, technical, university transfer and vocational programs.

Current Activities - 1987-88:

1. Business Management Programs: Community Economic Development, Small Business, Finance, Native Public Administration.
2. Natural Resource Technology, Range Management, Fish, Wildlife and Recreation.
3. Fashion Design
4. University Transfer and NITEP
5. College Entrance Preparation
6. Job Entry/Re-entry Training
7. Continuing Education
8. Pre-Apprenticeship.

For further information contact: Doug Baker, Nicola Valley Institute of Technology, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

School District #31, Merritt

Primary Adjustment Classes

(Learning Assistance. Language Arts, Math, Elementary)

This program is designed for children who may require extra help to succeed in their first three years of school. It may be that they do not have the prerequisite kindergarten experiences or the language skills are underdeveloped or that they are less mature than other children their age. The program is not designed for children requiring more than two additional primary years.

The goals of the program include:
1. to provide the child with a stronger, less frustrating start in school.
2. the expansion of English language skills with emphasis on: oral vocabulary, correct sentence structure and speech, listening skills, verbal reasoning, number sense, computation and problem solving, reading, spelling and printing.
3. in the second year, to continue English language and math skills development started in the first year and to complete the regular grade 1 program.
4. to provide each child with an individual program and as much one-to-one and small group tutoring as possible.

The screening of students for possible placement in the program is done jointly by the kindergarten teacher, the grade 1 teachers, Learning Assistance teachers, and Primary Adjustment teachers, with referral to the principal for placement. Formal instruments used include readiness tests, individual standardized tests, the Peabody Picture Vocabulary Tests and kindergarten and language arts inventories. Informal objectives and standardized tests of visual perception, hand eye coordination, and listening skills are made. The students' use of vocabulary and formal sentence structure in speech, their verbal reasoning and their number sense are also assessed.

There is continuous evaluation throughout the program using both formal and informal tests. Selected cases with serious difficulties are referred for periodic reassessments and assistance with program development. The program is fluid and students are moved out into the regular classes when it is apparent that their progress is equal to that of the students in the other classes.

In Merritt Central School two teachers teach the class of 25 students on individual programs. A similar program operates at Nicola-Canford Elementary school. The program is partly funded by the Ministry of Education.

For further information contact: Mr. Burt Wiley, Principal, Merritt Central Elementary School, P.O. Box 408, Merritt, B.C. V0K 2B0. Ph. 378-9931.

School District #31, Merritt

Native Support Workers

(Tutor, Counselling, Secondary)

This program is designed to provide the students with tutorial assistance and cultural and personal support. The workers attempt to bridge the culture gap between the teachers and their students. There are 2 positions presently filled in the Merritt schools. As well as tutoring students and providing informal counselling, the workers have organized clubs and field trips for them. The teachers can call on the workers to add Native Indian views to materials in the curriculum or to arrange for Native Indian resource people to come to classes to augment course material. The teachers make regular use of this opportunity. This program is partly funded by the Ministry of Education.

For further information contact: Mr. Dale Fiddick, Superintendent of Schools, School District #31, Box 2280, Merrit, B.C. V0K 2B0.Ph. 378-2022.

Mount Currie Band Council, Mount Currie

Xit'olacw Community School

(Band Controlled School, Indian Language, Indian Culture, Self-Esteem, Elementary, Secondary)

The goal of the school is to provide a comprehensive education to the students of Mount Currie which will reaffirm their Native heritage in the context of today's society.

The Xit'olacw Board of Education, eleven members of the community elected every two years, is responsible for administering the Band-controlled system which presently enrolls 200 students, Nursery through Grade 12. The school employs 18 full time teachers, 4 part-time teachers and numerous resource people from the community. Lil'wat Language is required of all students, Nursery through Grade 12, and Lil'wat culture is the focus of the schools' Social Studies curriculum.

At the elementary level, Language is pivotal to all other subjects and is taught at achievement levels, allowing children from different grades to study in a group at one harmonious level. In the secondary school, a modular program has been developed to address both the academic needs and interests of the students. Divided into a four term academic year, the course offerings include the standard subject areas of English, Math, Social Studies, Science, Commerce, Computer Science, Physical Education, Industrial Education, Home Economics, and Art. In addition, students are given the opportunity to take courses in Agriculture with the Cultural Curriculum Centre (employing a curriculum developer, a researcher, and an artist); courses are offered in basket and drum making, beadwork, herbal medicines, Indian issues, etc.

The Xit'olacw-Mount Currie program strives to achieve for each individual a sense of personal worth and identity, giving meaning to the students' past and direction to their future.

Recognizing the importance of continuing education and training, the Xit'olacw Board of Education also administers Post-Secondary Programs (on reserve courses and off-reserve funding), Manpower Training Projects, and Adult/Community Education.

For further information contact: Raymond Merkel, Administrator, Xit'olawc Board of Education, Mount Currie, B.C. V0N 2K0. Ph. 894-6131.

En'owkin Centre, Okanagan

En'owkin Centre

(Resource Centre, Indian Culture, Indian Language, Curriculum, Professional Development, Indian Controlled)

The purpose of the Centre and the Okanagan Indian Learning Institute is to plan, develop and implement a comprehensive approach to better Indian education. The Chiefs of the Okanagan mandated the Institute to carry out a planning phase for this strategy. This phase was completed and recommended by the Chiefs for implementation early in 1984. In 1985 the Okanagan Indian Learning Institute and many other programs and services of the Okanagan Indian Educational Resources Society amalgamated under one umbrella name, called the En'owkin Centre. At one time, 1984, the Okanagan Indian Learning Institute focus was on course offerings which address education specific to the needs of the Okanagan Nation. In addition to Theytus Books Ltd., the En'owkin Centre also encompasses a social service division for the research and development of drug and alcohol preventative programs to service the Okanagan Bands.

En'owkin (pronounced as en-OW-kin) is an Okanagan word which loosely translates as the concept of the En'owkin Centre as:

> A challenge and incentive given through discussing and thinking together to provide the best possible answer to any question.

Each function of the En'owkin Centre serves to promote, enhance and develop people and resources for the benefit of the Bands and member organizations. The objectives include:

1. To improve communication between individuals and organizations who share a concern for the education of Indian people.
2. To plan and provide education services to Indian people;
3. To maintain and preserve existing historical/cultural materials of the people.
4. To provide Library and Archival services to persons interested in increasing their awareness of Okanagan culture;

5. To control the use of the Okanagan Indian Curriculum Project materials and to provide in-service training in their use for teachers.

Okanagan Indian Curriculum Materials

The Okanagan Indian Curriculum Project materials were developed in cooperation with the Okanagan Bands and school districts. They consist of curriculum materials and Okanagan Indian cultures for students from Grades K to 11. The K-6 materials are complete, and the 7-11 materials are available for field testing. The Centre provides consultation and in-service for use of the materials.

Cultural and Historical Library and A/V Materials

This service is offered to all Bands, Native Organizations, schools, Okanagan College students, teachers and individuals. This service is currently under expansion through a summer student youth project which will add new materials to the library. The library contains many published works on Okanagan and other Indian peoples.

The A/V teaching aids and Native productions repository services are offered to all Okanagan Native organizations, schools and individuals. Service is currently under expansion.

Cultural and Historical Archives

This service is offered to all Indian Bands, organizations and individuals of Native ancestry for their use in developing a better knowledge of their culture and history. The archives contain maps, documents, letters and other correspondence, photographs as well as an audio and video archives of Elders. This service is currently under expansion.

For further information contact: Jeff Smith, Director, En'owkin Centre, Brunswick Avenue, Penticton, B. C. Phone: 493-7181.

Osoyoos Indian Band, Oliver

Education Coordinator

(Coordinator, Counselling, Pre-school, Curriculum, Elementary)

This is a 3/4-time position administered and funded by the Osoyoos Indian Band since 1977. The Education Coordinator administers finances for education purposes, and is under the supervision of the chief and council. The Coordinator is responible for educational, financial and personal needs of the students from the Band as well as counselling students in vocational, personal, and cultural development. About 80 students make up the caseload, ranging from pre-school to post-secondary. The Education Coordinator acts as a liaison between the students and school officials and participates in the Okanagan Indian Learning Institute.

The Coordinator was involved in the McKinney Daycare Centre which was operational for a year and recently closed for lack of enrollment purposes. There is hope that the pre-school will reopen soon.

For further information contact: Education Coordinator, Site #2, P.O. Box 1, R.R. #3, Oliver, B.C. V0H 1T0. Ph. 498-4906.

School District #14 (South Okanagan), Oliver

Teacher in Charge of Indian Education

(Language Arts, Counselling, Elementary)

This program provides a full-time teacher in the schools to insure a supportive, encouraging presence for Native students as well as a liason person between the parents and the teachers of the schools.

The teacher spends approximately 2/3 of each day in Tuc-el-Nuit Elementary and Oliver Elementary School working with Native students. The Native students needing support are identified in the fall and a program designed for them. The teacher designs and oversees the programs and students. He is also available as a counsellor.

When possible the teacher aids other teachers in the development of Native Studies units by gathering and presenting material and locating resource persons.

Other duties involve counselling high school students, and being available for after school tutoring. A successful study/social night is held once a week at the Band office.

The work as a liaison between parents and teachers has a positive effect on the students and community.

The Band Education Coordinator and the Teacher in Charge work closely together and share the responsibility for the students of the Osoyoos Band.

Future Plans include possible implementation of a Native Language Program in Tuc-el Nuit Elementary School.

For further information contact: Teacher in Charge of Indian Education, c/o Tuc-el-Nuit Elementary School, School District #14, P.O. Box 880, Oliver, B.C. V0H 1T0. Ph. 498-3415.

School District #14 (South Okanagan), Oliver

Teacher Aide for Native Students

(Teacher Aide, Elementary)

This program provides support for teachers of elementary grade students as well as support for the Teacher in Charge of Indian Education. Many Native students who have repeated, have done so in Kindergarten and Grade 1 due to weaknesses in language use and this program is designed to help those students. It also allows the Teacher in Charge of Indian Education more flexibility in the counselling and liason role.

The teacher aide uses programs designed or recommended by the Special Education Department, Teacher in Charge, or classroom teacher.

The program was started in November 1987 and has proved to be successful. At the moment, the aide works 2 hours a day from 9:00 a.m. to 11:00 a.m. This may be increased to 3 hours a day in September, 1988.

For further information contact: Teacher in Charge of Indian Education, Tuc-el-Nuit Elementary School, School District #14, P.O. Box 880, Oliver, B.C. V0H 1T0. Ph. 498-3415.

School District #48 (Howe Sound), Pemberton

Home School Coordinator for Mount Currie Pupils

(Home School Coordinator, Indian Culture, Crafts, Elementary, Secondary)

The Ministry of Education provides funding for a Home School Coordinator for about 100 pupils from the Mount Currie Band since November 1979. Preliminary discussions with Chief Stager initiated this position being created. The Coordinator acts as a liaison officer between schools and homes of the pupils. The purpose of the liaison is to promote better understanding between the home and school on all matters pertaining to the education of the children. The Home School Coordinator makes the education of pupils more meaningful and worthwhile by:

- visiting and counselling students and parents at home and at school
- encouraging regular attendance
- liasing with Band Council and social service agencies
- arranging for Native resource people for the schools
- encouraging students to complete graduation from secondary school, and
- holding discussions with principals and making suggestions as to how school programs for individuals may be improved.

Communication between the Home School Coordinator and the Principal is on-going. There is a regular exchange of views between the members of the Joint Advisory Committee which includes parents and teachers.

For further information contact: Ms. Mary Ann Dan, Pemberton Secondary School, P.O. Box 40, Pemberton, B.C. V0N 2L0. Ph. 894-6378.

Penticton Indian Band, Penticton

Pre-school

(Band Controlled, Pre-School)

The Penticton Indian Band has administered a pre-school on the Penticton Reserve since about 1974. The school presently operates Monday to Thursday until mid-day. The Band receives funding from the Department of Indian Affairs for the pre-school. The daily activities focus on an introduction to life skills with an emphasis on preparation for school and getting along with each other. Occasionally, the Okanagan language is taught by an elder. The children are taken on excursions within the community, such as skating trips, in which parents often participate. The children are taught some printing skills and singing, and listen to stories read by the teacher. The school employs one coordinator-teacher and 1-2 supervisors.

The Education Coordinator maintains that one reason for developing early childhood education in the Penticton Band is to help alleviate the high drop out rate among high school students. Thus, teachers attempt to develop confidence in children at an early age, so that they may maintain the confidence in later school years.

Project evaluation occurs through parent-teacher interaction. The parents give their perceptions of their children's behavior as a result of attending pre-school. Lack of shyness is a good indication of success. At present the school enrolls only Native children, but if expansion occurs non-Native children may be enrolled.

For further information contact: Education Coordinator, Penticton Indian Band Office, R.R. #2, Green Mountain Road, Penticton, B.C. V2A 6J7. Ph. 493-0048.

School District #15, Penticton

Learning Assistant Teacher Aide

(Teacher Aide, Learning Assistance, Elementary)

The goals of this project are:

- To provide additional support to Indian students who may require academic skill building programs.
- To serve as a liaison with Indian families.
- To arrange for cultural events which represent the Native culture.

It addresses the feeling of disorientation and dislocation experienced by many Indian children attending school in a non-Indian neighbourhood. Many of the children speak Okanagan only at school entry. A Native Indian teacher aide from the local Band provides individual assistance to pupils under the direction of the principal and Learning Assistance teacher, and assists with home liaison problems. She works at all elementary schools where Native students are enrolled.

The aide works with both Indian and non-Indian students so as not to discriminate between them. Under the direction of the Learning Assistance teacher, she does small group and individual tutoring. She counsels students as requested. She is an informal liaison between the school and the Band office. She offers support and advice concerning the integration of Indian culture into other areas of the school curriculum.

Informal evaluation takes into consideration the principal's observations, the Learning Assistance teacher's observations, and students' attitudes.

For further information contact: K. R. Timms, Director of Instruction, School District #15, (Penticton) 425 Jermyn Avenue, Penticton. Phone: 492-2721.

School District #15, Penticton

Indian Curriculum Committee

(Curriculum, Indian Culture, Elementary, Secondary)

The aims of the committee that was struck to deal with curriculum were to present more material related to Indian history and culture within the regular curriculum and to provide an option to students wishing to explore Indian culture in greater depth.

The committee prepared a directory of resources to be used by classroom teachers who wish to integrate Indian materials into their program. The directory included print resources, video resources, games, field trips and guest speakers.

A teacher was seconded to write a Native Studies unit to be included in offerings in Grade 11. The program, Social Studies 11 (Native Studies), is offered as an option to students for 1988-1989.

The sub-committee is working to develop a Native Studies unit that will be compulsory for all students in either grade 4 or 5. The unit will be based on the material developed by the Okanogan Indian Curriculum Project.

For further information contact: M. MacFarlane, Director of Instruction, School District #15, (Penticton), 425 Jermyn Avenue, Penticton. Phone: 492-2721.

School District #89, Salmon Arm

Native Indian Education

(Learning Assistance, Counselling, Indian Education Committee, Elementary, Secondary)

The purpose of the project is to provide to any native Indian student in the school district from Kindergarten to Grade 12, services which include counselling and direct instruction. It also involves ongoing liaison with parents; consultation with teachers Native Indian bands, other agencies and professionals; referral to support services; assistance with curriculum and program development; development of new programs; and public information including development and understanding of Native Indian culture.

Services are both school-based and itinerant.

The Shuswap School District employs three full time Native counsellors. All are certified teachers. In addition to the eighty-five (85) status students, the counsellors work with students who live off the reserve and students who wish to pursue a post-secondary education. The students in this district have had the services of a Native counsellor.

After piloting the Shuswap Native Studies, future plans are to use the revised material in the high schools. Plans also include ordering the Shuswap Native Curriculum which is available for the elementary grades, from the Secwepemc Cultural Education Society.

A Native Indian Education Advisory Committee meets three times a year and is chaired by one of the Native Indian Education teachers. The Committee includes representatives of the school administration and the four bands.

Native counsellors attend regularly with the Native Child Welfare Committee to discuss caseloads and current issues. On the committee are Band Social Workers and the Social Workers from Salmon Arm Social Services and Housing.

For further information contact: Eric Walters, Student Support Services, Shuswap School District 89, Salmon Arm, B.C. Phone: (604) 832-2157.

Seton Lake Indian Band, Shalalth

Way of Life School

(Band Controlled School, Indian Culture, Indian Language, Elementary)

The Seton Lake Band has taken control of their own school and now administer the Way of Life School that oversees all education programs in the community. The school has children from nursery to Grade 7. They employ four full time teachers, 2 teacher aides and a full-time language teacher.

The Director of Education is responsible for financial and program planning for all education programs on the reserve. This includes elementary and secondary, post-secondary, occupational training and adult education.

The Band employs Op'Tel technology to provide adult education and college level programs to Band members. The program uses the latest technology. Computers are used in addition to teleconferencing to run educational programs. Other Indian bands included in the project are Bella Coola, Chehalis, Fort Nelson, Seton Lake and Kitwancool.

For further information contact: Forbes Blyth, Director of Education, Seton Lake Band, General Delivery, Shalath, B. C., V0N 3C0. Phone: 259-8227.

School District #29, Shalalth

Early School Experience Program

(Learning Assistance, Kindergarten, Elementary)

This is a remedial program for Native children who exhibit learning disabilities. Its three major objectives are to provide basic academic and social skills, enhance school home liaison, and involve the native Indian community in a comprehensive primary level, reserve-oriented developmental program.

Paraprofessionals from the Seton Lake Band, under school administration supervision, assist eight part-time pupils. The students attend regular classes for the balance of the day.

Prior to placement in the program pupils complete standardized testing procedures and the previous year's classroom teacher prepares a performance summary. During the program individualzed anecdotal records are kept. On completion of the program overall student growth is evaluated through standardized testing.

Program evaluation is the responsibility of school administration and Seton Lake Band representatives with input from classroom teachers, parents, and paraprofessional workers.

For further information contact: Ms. Clara Shields, Education Coordinator, Seton Lake Band, General Delivery, Shalalth, B.C. V0N 3C0. Ph. 259-8227.

School District #22, Vernon

Native Tutorial Assistance

(Counselling)

There are about 200 Native students attending various public Schools in the Vernon area. This number includes status/ non-status students both on or off-reserve. Special services available to these students is provided by a Native student counsellor (full-time) and a tutor (less than half-time).

The main objective of these positions is to assist Native children to function effectively in the public School system.

This objective is being met by:
1. providing a three-evening per week tutoring program at the Okanagan Indian Band Administration Building and the Okanagan Band Education Centre. These sessions have been well attended by both elementary and secondary students
2. assisting children and parent to overcome challenges met at school by providing information, support, and follow-up
3. encouraging involvement of parents and elders in the school system.
4. educating teachers and students about Okanagan history, lifestyles, culture, and contemporary issues.
5. improving self-image, confidence, and self-esteem through in-school and after-school activities.
6. promoting involvement in activities that are positive alternatives to drug and alcohol abuse. and
7. providing information and support to children of abusers.

Activities for parents and elementary/secondary include Talking Circle, public speaking/communication, collage of own future, introduction to material on adult children of alcoholics, making commitments as parent of student attending or supporting S.A.S.S.Y. (Sober and Super Smart Youth), assertiveness training.

The goals include: building peer support/understanding, sharing own successes and feelings; improved self-confidence and self-awareness and better listening skills; identify own wants/needs and start short/long term goal-setting; better understanding of family or individual or community situation; and goal-setting.

For further information contact: Mollie Bonneau, Native Student Counsellor, School District #22, Vernon, B.C. Ph. 542-3331.

Westband Indian Band, Westbank

Indian Education Programs

(Pre-school, Indian Studies, Indian Language, Coordinator, Tutoring, Joint Project, Secondary)

The Westbank Indian Band has administered this pre-school since 1980. It began with six classes a week with 3 and 4 year olds, Tuesday, Wednesday and Thursday, 2 classes a day. This year (1982-83) there will be two classes everyday for five days with 15 children in each class; a total of 60 Native and Non-Native pre-school children. The four year-old children will attend from Monday to Wednesday and the three year-olds will attend on Thursday and Friday. Morning classes will commence at 9 a.m. to 11:30 a.m. and afternoons 12:30 to 3:00 p.m. We employ a full-time qualified pre-school teacher and a full-time assistant. Registration and monthly dues help pay for the operation of the school. Other funding is provided by the Westbank Indian Band.

The Westbank Indian Band and Mt. Boucherie Secondary School are implementing two new programs. A cultural recreation program will be introduced in the fall whereby Native students will be involved in learning life time sports, as well as undertaking various cultural activities. This program is entirely funded by the Westbank Indian Band. In addition, the Westbank Indian Band in conjunction with the Okanagan Indian Learning Institute is developing a secondary language program in the Okanagan Language, that will involve 5 years of language study and, hopefully, will be provincially authorized to replace the present French program.

For further information contact: Ms. Delphine Derrickson, Education Coordinator, Westbank Indian Council, P.O. Box 850, Westbank, B.C. V0H 2A0. Ph. 768-7666;

School District #23 (Central Okanagan), Westbank

Native Student Support Program

(Counselling, Profession Development, Elementary, Secondary)

In the fall of 1980, discussions were initiated among principals of the district's Westside schools, the Westbank Indian Band, the Ministry of Human Resources social workers and School District #23 Special Education staff. From this gathering and other successive meetings emerged a proposal for a Native Student Support Program. Based on these discussions a Native Student Support Counsellor was hired on February 1, 1983. The School District has added two new positions. These are Native Support Workers and their responsibility is to help the district in the education of the Native children in their schools. The main goals include:

- improving school liaison with parents of Native students
- reduction of truancy among Native youth
- improving the knowledge of Westside teachers regarding the needs of Native youth

- retaining greater numbers of Native youth in the educational system.

The Native student support worker is located at Mt. Boucherie School.

For further information contact: Superintendent of Schools, School District #23, 1940 Haynes Road, Kelowna, B.C. V1X 5X7. Ph. 860-888.

William Lake Indian Band, Williams Lake

Shuswap Language

(Indian Language, Secondary)

The Shuswap Language is taught to junior and secondary students in the schools. Language instruction is difficult to teach on a regular basis because of the lack of Shuswap speakers who can teach their own language. Shuswap language is taught 1/2 hour each day.

For further information contact: Rose Ann Thomas, Education Coordinator, Williams Lake Indian Band, R.R. #3, P.O. Box 4, Sugar Cane, Williams Lake, B.C. V2G 1M3. Ph. 296-3507.

Williams Lake Indian Band, Williams Lake

Home School Coordinator

(Home School Coordinator, Band Controlled, Tutoring, Elementary, Secondary)

This is a full-time position funded by the Band. The Home School Coordinator deals with all educational matters from kindergarten to post-secondary. Children attend pre-school at the Band's Daycare facility, kindergarten to grade 12 at Crescent Heights Elementary, Anne Stevenson Junior High and Williams Lake Junior Secondary, and Columneetza Senior High School.

The Band is hoping to establish a kindergarten and an elementary school on the reserve, possibly from grades one to five, in order to better meet the need for priorizing the development of the two essential subjects, reading and mathematics. The Band may approach universities with Native Teacher Education Programs for assistance in setting up intensive early elementary math and reading comprehension programs.

The Home School Coordinator visits the schools on a regular basis and counsels students having difficulty in or out of school. The Home School Coordinator keeps records of the progress and attendance of the children and attends to their social problems and directs guidance towards their social problems and consults with the Band Council, Human Resources, Health Department, Education Committee, as well as the people in students' homes on the reserve.

For further information contact: Rose Ann Thomas, Education Coordinator, Williams Lake Indian Band, R.R. #3, P.O. Box 4, Sugar Cane, Williams Lake, B.C. V2G 1M3. Ph. 296-3507.

School District #27 (Cariboo-Chilcotin), Williams Lake

Coordinator of Indian Education

(Coordinator, Elementary, Secondary)

This position was initiated in September 1974 and is funded under Indian Education, Ministry of Education. The Coordinator of Indian Education acts in an advisory capacity in all aspects of the education of Indian students in the schools of School District #27. Specific duties are as follows:

1. advise and assist District staff and individual schools in developing programs and courses for Indian students.
2. advise and assist Home School Coordinators in their work with students and parents.
3. advise and assist Band Education Committees in developing Indian community involvement in the schools.
4. provide a liaison function between the school district and the District Education Committee
5. provide direct counselling services to Indian students when required

6. provide liaison between federal and provincial schools
7. advise and recommend the appropriate use of Indian education funds
8. assist in the implementation of an effective Native teacher aide program
9. work with the Chilcotin and Shuswap Language Committees of the Bands
10. assist in the on-going development of Indian language materials.

For further information contact: Joan Gentles, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Williams Lake

Indian Language Program

(Indian Language, Curriculum, Counselling, Indian Studies, Elementary, Secondary)

Through the Fiscal Framework, the Ministry of Education contributes towards the funding of Native language curriculum development and implementation. The program began in September 1977. This funding provides for: the purchase of materials for the Language Program and three Outreach workers who offer counselling in addition to Native language teaching and curriculum development at the secondary level.

School District #27 serves over 900 Indian children attending from 12 reserve communities. These students come from three language groups and two distinct linguistic families. Both Chilcotin and Carrier belong to the Athabaskan language family but are not mutually intelligible. Information on the Carrier language program is listed under Athabaskan, Anahim Lake. Information on the Chilcotin language program is listed under Athabaskan, Nemiah.

Shuswap Language Program
Virtually all Shuswap children come to school not speaking Shuswap. For these children an Indian Language Program is akin to any other second language program. Here the emphasis is first on developing a familiarity with the language and then developing oral fluency. Shuswap is offered in Williams Lake Junior Secondary, Anne Stevenson Junior Secondary and Comunmeetza Senior Secondary Schools.

Shuswap Studies 8, 9 and 10
Shuswap 8, 9 and 10 is offered to approximately 15 students at Williams Lake Junior Secondary School and approximately 10 students at Anne Stevenson Junior Secondary and 10-15 at Columneetza Senior Secondary School. A hundred hours of instruction are offered as an elective course. At this level the objectives are:

- to begin development of Shuswap conversational skills
- to begin development of written Shuswap-English and English-Shuswap translation skills
- to extend literacy skills in Shuswap
- to give the Shuswap student a sense of continuity in place in the secondary school as this is the first experience as an ethnic minority in the school system for many of these students
- to complete an ethnographic study of the Shuswap community at the time of contact.

Texts and resources include: a Shuswap Course by Kuipers and Dixon, The Shuswap by James Teit, Teacher's Guide to accompany The Shuswap. This contains 34 unit plans and various teacher-prepared materials for oral language development.
Teacher-prepared tests are administered on a regular basis to evaluate student progress and to identify areas for re-teaching.

Shuswap Studies 11 course is a logical continuation and conclusion to the Shuswap program in the district. The course is recognized by U.B.C. as fulfilling the Modern Language requirement for admission, and it includes a component on contemporary issues.

Language Teachers as Counsellors . In most cases Language Teachers spend a significant amount of their time as counsellors. They are paid on a teacher scale with benefits, by a special letter of agreement. The senior high school Support Worker is specializing in career and course counselling.

For further information contact: Joan Gentles, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Williams Lake

Native Teaching Assistants

(Teacher Assistant, Indian Culture, Indian Language, Elementary, Secondary)

The District allocates some of the Indian Education funds it receives through the fiscal framework to provide for 12 Native Indian teacher assistants in 10 District schools. The program was initiated in September 1976.

The T.A.'s must be able to show a knowledge about local culture so they can give advice about the local culture, about home situations, and about community feelings towards the school to the teacher who frequently is unversed in local affairs. The teaching assistants are part-time assistants as well as community resource people.

T.A.s are expected to show a commitment to teaching and to enjoy working with children. They must be patient, understanding, reliable and trustworthy. Punctuality is a necessity. The Assistants must be willing to attend workshops and other in-service training sessions.

When necessary they may be called upon to translate.

They may teach the local language or teach in the local language. The assistants work with small groups of children to help them understand assignments, listen to them read or read to them. One-to-one tutoring is given to children who have special needs. The assistants assist with supervision and help maintain discipline. They assist with and plan lessons, help with marking and contribute to the reporting procedures and classroom record keeping.

Assistants translate materials into the local context or the local language. Under the direction of the teachers they prepare learning materials and operate audio visual equipment in the classrooms.

Native teaching activities are positioned at the following schools:

Anahim Lake Elementary-Secondary (2 District employed, 1 Band employed)
Marie Sharpe Elementary (2)
Naghtanaqed Elementary-Secondary
School
Crescent Heights Elementary (1)
Puntzi Mountain Elementary-Secondary (2)
Dog Creek Elementary (1)
Glendale Elementary (1)
Riske Creek Elementary (1)
Wildwood Elementary (1.5)

For further information contact: Joan Gentles, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Williams Lake

Chilcotin Studies

(Indian Studies, Secondary)

Chilcotin Studies 8, 9, 10, and 11 are taught at Williams Lake Junior Secondary, Columneetza Secondary School, Naghtanaqed Secondary and Puntzi Mountain Elementary-Secondary.

A complete description of the courses is given under Athabaskan, School District #27, Chilcotin.

For further information contact: Joan Gentles, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Williams Lake

Indian Education Programming, Williams Lake Junior High School

(Academic Skills Development, Crafts, Indian Studies, Secondary)

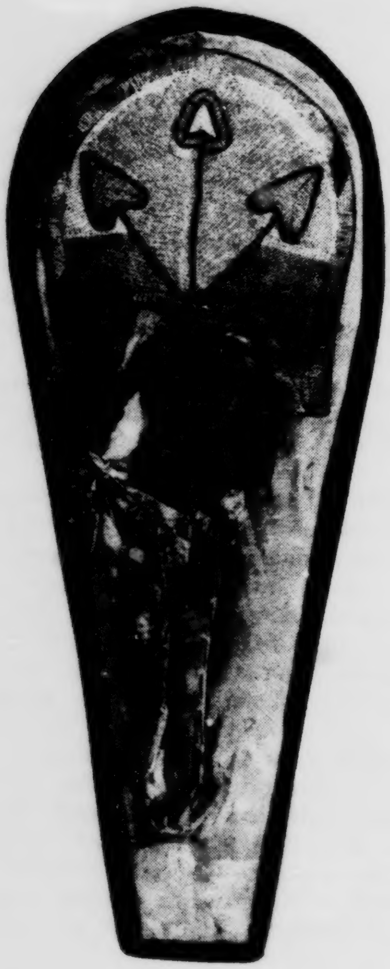
1. Leather and Native Crafts 8 and 9/10 - taught by Mr. Wally Chernoff

2. Shuswap Studies I and II - taught by Mrs. Cecelia DeRose, Native Support Worker. These courses are described under Indian Language Programs in the previous section.

3. Chilcotin Studies I and II - taught by Patsy Grinder, Native Support Worker. These courses are described under Indian Language Programs in the previous section.

For further information contact: Mr. John Andrews, Principal, Williams Lake Junior Secondary School, 640 Carson Drive, Williams Lake, B.C. V2G 1T3. Ph. 392-6284.

KOOTENAY



CRADLE: Trangular board, tanned leather covering and pack strap. Upper section beaded.

Courtesy of the Royal British Columbia Museum

Lower Kootenay Band, Creston

Yakan Nu?ki School Kootenay Language Program

(Band Controlled School, Teacher Aide, Indian Culture, Indian Language, Environmental, Education, Elementary, Secondary)

The Yakan Nu?ki School is an Indian controlled school administered by the Lower Kootenay Indian Band near Creston B.C. The school began in September 1979 with the objectives to meet the educational needs of the Kootenay people, and to teach children the Kootenay culture and language.

Much of the school instruction is based on the B.C. school curriculum. However, the students also participate in field trips and camp outs; they learn to fish, and hunt large and small game. Students study the local terrain, plants and berries, and will learn to do coiled cedar baskets. In the subject area of social studies students learn about the local culture of the Kootenay people in addition to the non-local culture of the Kootenay, which includes geographic locations such as South Eastern B.C., Montana and Idaho. Furthermore, interest based, Indian oriented social studies and reading materials such as the Indian Act, Social Housing, and The Forgotten Kutenai are used.

Native students from the provincial schools enter Yakan Nu?ki with educational deficiencies. Efforts to correct these deficiencies involve the use of individualized instructional programs which begin at each child's unique level of educational attainment. The program is based on a non-graded level system. Student evaluation is based on an 80% competency level which must be achieved by all students before moving forward. Additional student evaluation consists of standardized tests and teacher observation. Both children and parents receive this information through parent-student discussions which are constant, rather than scheduled as "report time."

The Yakan Nu?ki School is evaluated through several different means. To begin with, people from the local community college conduct tests of students' reading ability. In addition, the Canadian Test of Basic Skills, and the California Short Form Mental Maturity tests are used to assess a student's skill and potential. A testing method called PASS is also used to measure learning outcomes at the beginning and end of each school year. The Band also utilizes some quick evaluation at school. All methods of evaluation are discussed with the Education Committee at monthly and sometimes weekly meetings.

The project sources of funding are the Department of Indian Affairs and the Lower Kootenay Band funds. At present, the students range from K-8; The project employs three full-time teachers and one language teacher and 1 teacher aide Home School Coordinator.

The Lower Kootenay Band School now operates their own radio station called the "Kootenay Native Communication Radio Station." It broadcasts locally and has a full-time manager. Operating out of the basement of the school, the radio station plans to involve students in all facedts of radio-broadcasting.

Kootenay Indian Language Program

The language classes are taught by the teacher aide assisted by the classroom teacher. All students attend a one hour session daily and are taught at the same level, with the exception that children under 10 years of age do not participate in writing the language but do engage in the oral work. The language has been developed in text form based on the International Phonetic Alphabet. T[illegible] some readers, a large dictionary and teacher made materials are used to teach the language.

For further information contact: Ms. Anne Jimmie, Chairperson, Lower Kootenay Education Board or Ms. Barbara Jimmie, Home School Coordinator, R.R. 1, Site 7-2, Creston, B.C. V0B 1G0. Ph. 428-9816.

Columbia Lake Band, Windermere

Education Programs

(Home School Coordinator, Elementary, Secondary)

The Columbia Lake Indian Band has four Native Home School Coordinators (NHSC). The NHSC provide tutoring, counselling, and support to parents, teachers and students. The coordinators encourage parental involvement in the educational system.

In addition, the Columbia Lake Indian Band has an Education Coordinator working under the direction of the Band Administrator. The Education Coordinator is responsible for the the education programs within the Band, as well as involvement in School District #4. Programs for the Band include the following : pre-school, Kindergarten, elementary and secondary programs and the post-secondary program. In addition, the Education Coordinator is responsible for counselling, referrals and cultural education. This past year a Kutenai language coloring book was developed for grades K - 4. The grade 4 Social Studies "Native Studies" curriculum is still being used. In addition, grade 4 students spend a day at the Cultural Centre. The Centre encourages student participation in their cultural enrichment programs.

For further information contact: Mary Jimmy, Coordinator, Columbia Lake Indian Band, P.O. Box 130, Windermere, B.C. V0B 2L0 Phone 342-6301

School District #4, Windermere

Grade 4/5 Kutenai Native Studies Unit

(Indian Studies, Joint Project, Elementary)

The students in the district are fortunate to be able to utilize the Columbia Lake Indian Band Cultural Centre as part of the Grade 4/5 curriculum. Although the centre is currently manned by volunteers, the district is able to utilize the centre at least 6 times a year sending students in groups of 20 to 50 children at a time.

Grade 4 students are encouraged to avail themselves of the opportunity to participate in the hands-on experience offered by the centre as part of the unit on Native Indians. Teachers can incorporate knowledge gained at the centre into teacher-made unit tests. The experience of the field trip to the Cultural Centre creates a new and deeper understanding of the in-school work on Native Kutenai culture. There is a great deal of knowledge and understanding imparted to our students who are most fortunate to attend a field trip to the Kutenai Cultural Centre.

The Grade 4 Kutenai Native study was implemented in the School District by the Kutenai Area Council which is made up of members of the Kutenai Band and those of the School District's Teacher Centre. The school district also encourages grade 7 exchange students to participate in a field trip to the centre one a year.

The Cultural Centre is an important educational structure for the School District because it not only gives us all a greater understanding of local history, but also offers non-Native students an opportunity to visit a community with a different cultural and social background while providing Native children an opportunity to be in the forefront, sharing an important part of their heritage. It is hoped that this will enhance the Indian students' sense of pride and self-worth.

For further information contact: John M Lowe, Superintendent of Schools, School District #4, Windermere, B.C. or Columbia Lake Indian Band, Box 130, Windermere B. C. V0B 2L0 Phone 342-6301.

School District #4, Windermere

Home School Coordinator

(Home School Coordinator, Elementary)

The Coordinator is a liaison between the home, the Band and the school and works with Native students to increase their academic standing and their cultural awareness. This program has been in operation for approximately 12 years.

The Home School Coordinator disseminates information about individual students to parents, teachers, administrator Band Education Committees, and other related personnel. Home visits are an integral part of this liaison. The Home School Coordinator also fills the role of a counsellor to the children and their parents on educational and social matters as the needs arises.

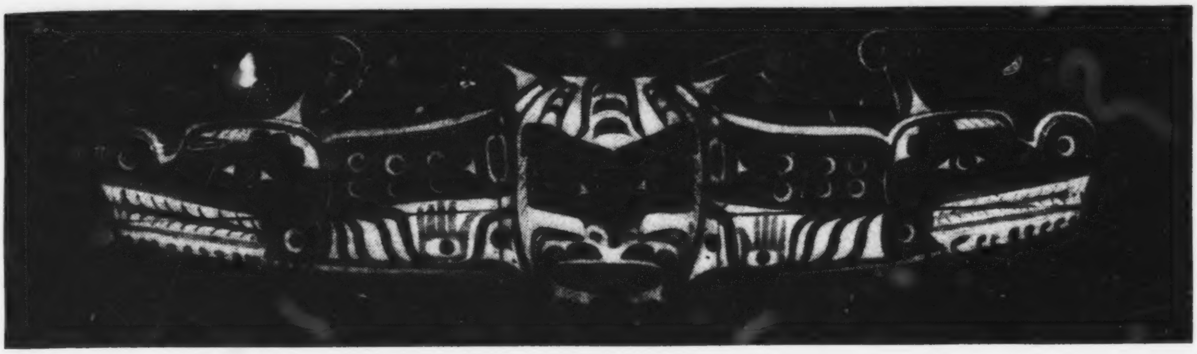
The Home School Coordinator is available to provide Native students with academic guidance and assistance, monitoring individual progress and encouraging students to become enthusiastic and independent learners.

The Home School Coordinator is also aware of the historical and contemporary issues facing Native peoples as well as being cognizent of their traditions and cultural background. He or she should act as a liaison between local curriculum committees, the teacher and the Band. The Home School Coordinator should provide resource personnel and materials to assist in the teaching of the culture and history of the Native children.

Native Home School Coordinators for School District #4, Windermere, are at three elementary school (.7 time position): Eileen Madson Primary School, J. Alfred Laird Elementary School and Windermere Elementary School. There is also a full time Home School Coordinator at David Thompson High School.

For further information contact: Donna Lynne Leslie, Box 109, Edgewater, B. C. V0A 1E0. Ph. 347-9713.

KWAKIUTL



Courtesy of the Royal British Columbia Museum

School District #85 (Vancouver Island North), Alert Bay

Home School Coordinator

(Home School Coordinator, Elementary)

A Home School Coordinator at Alert Bay is funded by Indian Education funds from the Ministry of Education.

The Home School Coordinators make frequent contact with the homes and schools to gain and understanding of each child and his/her home environment. The purposes of this program are: to provide liason between home and school; to improve attendance; and to provide a resource that is able to respond quickly to need. The Home School Coordinators are available for counselling. Attendance, performance, and behavior in school are monitored.

For further information contact: Home School Coordinator, Alert Bay Elementary School, P.O. Box 29, Alert Bay, B.C. V0N 1A0. Ph. 974-5717.

Nimpkish Band, Alert Bay

T'lisalagi'lakw School

(Band Controlled School, Indian Language, Indian Culture, Pre-school, Elementary)

This is a band operated school which began in September 1977. The school has functioned up to the grade 10 level, but this year it encompasses grades K-7. The enrollment is 170 of whom 30% are non-Native. The original funding came through the First Citizens' Fund, the Legal Services Society and 200 books were provided by the Canada Council. At present funds come from the Department of Indian Affairs. The school maintains a level system within grades, and uses the provincial curriculum. The school employs 8 certified teacher and 3 teacher-aides, a secretary/home school coordinator, two language instructors, a dance instructor and a bus driver.

Kwakwala Language Program

At the pre-school and primary levels the students learn basic sounds and word meanings during daily 15 minute language lessons. At the intermediate level the Kwakwala language lessons increase to 30 minute periods daily. A series of 13 books, 17 language tapes and alphabet sheets were prepared in 1981 with the assistance of Jay Powell. These form the basis of the language classes taught by Pauline Alfred and Audrey Wilson. The culture workers are now searching for ways to improve and intensify language learning by the students; they feel the books were but one step in the right direction.

Kwaguitl Cultural Program

Each month a separate unit is set up on one of the following: shelter, animals, plants, food, communication or law. These subjects are integrated with the provincial curriculum as much as possible. We also have a dance program which offers the children an opportunity to learn traditional dances, and related skills such as drumming and singing.

For further information contact: Gregg Shoop, Principal, T'lisalagi'lakw School, P.O. Box 50, Alert Bay, B.C. V0N 1A0. Ph. 974-5722.

School District #72, Campbell River

Preventative Program

(Teacher-Aide, Home School Coordinator, Tutor, Counselling, Elementary, Secondary)

A team of five Home School Coordinators working with the Department Head of Native Studies provide home-school liaison, student and family advocacy services, direct personal and career counselling to students, and liaison with community agencies. Two school district employees and two persons hired by the local Band Councils have cooperatively developed a comprehensive service. An on-going survey of student marks, attendance and accomplishments provides an early alert to the need for intervention and also yields data for quantifying results of preventative programs.

Personnel:
- Ms. Daisy Sewid-Smith, Department Head, Native Studies
- Ms. Lorie Chickite, School District #72, Elementary Home School Coordinator
- Ms. Pam Holloway, School District #72, Secondary Home School Coordinator
- Ms. Roberta Henderson, Campbell River Band Council, Home School Coordinator
- Ms. Donna Lamb, Cape Mudge Band Council, Home School Coordinator

Three Native Tutorial Aides are assigned to elementary schools with significant enrollments of students of Indian ancestry. Under the direction of the Learning Assistant Teacher the aides provide individual or small group tutorial assistance.

Personnel:
- Ms. L. Jane Jones, Central Elementary
- Ms. Diane Matilpi, Campbellton Elementary
- Ms. Brenda Assu, Quadra Elementary

For further information contact: Mr. Ray Hughes, Supervisor of Special Education Services, School District #72 (Campbell River), 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

School District #72, Campbell River

Native Language and Culture Workers

(Indian Language, Indian Culture, Teacher Aides, Curriculum, Elementary, Secondary)

The Kwakwala/Ligwala Language Program is part of the curriculum at two School District #72 schools. Students are taught the Amerindian Orthography subset of the International Phonetic Alphabet (IPA). The IPA consists of over 100 phonetic letters and symbols but for the Kwakwala language only 48 letters and symbols are used.

Some language teachers have been trained through the Native Indian Language Diploma Program (NILDP), University of Victoria, other through various on-the-job training courses.

The Kwakwala Language Program is taught in two elementary schools. It is generally available to the majority of students as part of their regular program. The Language Program is taught by Daisy Sewid-Smith.

In 1983, 1984 and 1987 a project was initiated to develop teaching materials utilizing the local dialect, Ligwala.

Evaluation is conducted as part of the ongoing consultation with the Native Studies Advisory Committee, the local and provincial museums and the universities. Extensive monitoring is made of the responses to newly developed units by classroom teachers, parents and students. The behavioural objectives and specific learning outcomes which form the basis of these units of study of assessed.

For further information contact: Mr. Ray Hughes, Supervisor of Special Education Services, School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

School District #72, Campbell River

Native Indian Curriculum

(Curriculum, Indian Culture and Contemporary, Elementary, Secondary)

The purposes of this program are to introduce Indian culture (including the contemporary period) into the mainstream of the curriculum, to increase the relevancy of the school curriculum to the Indian child's realities, and to provide a more extensive basis for cross-cultural appreciation.

A local committee comprised of teachers, museum personnel and members of the Native Studies Advisory Committee has been working since January 1979 on a major educational package entitled The Indian Fishery: A Comparison of Coastal and Interior Technologies. This completed project is available from the District Resource Centre.

Extensive cooperation with Indian organizations, universities and museums is ongoing in the development of creative and accurate units of studies directly related to the Core Curriculum goals. An ethnobotany unit is being developed as a supplement to Biology 12. The Kwakwala/Ligwala Language program is a primary source of cultural study through the medium of anecdotal and conversational topics. Classroom teachers are encouraged to make extensive use of Native resource people both in classroom presentations and as content and interpretation consultants. Components of Native culture are being introduced by teachers into the entire curriculum spectrum, with the help of the Native Studies Resource Person.

For further information contact: Mr. Stuart E. Jones, Supervisor of Special Education Services, School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

School District #72, Campbell River

Native Studies Advisory Committee

(Indian Education Committee, Curriculum, Elementary, Secondary)

The Committee establishes priorities and monitors the Native Studies Program. It participates in selection of personnel and is in itself a valuable bridge between the Native child's community and the school.

For further information contact: Mr. Ray Hughes, Supervisor of Special Education Services, School District 72, 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

Cape Mudge Band, Campbell River,

Home School Coordinator

(Home School Coordinator, Band Controlled, Indian Language, Indian Education Committee, Elementary, Secondary)

The Home School Coordinator is a member of the Native Education Advisory Committee in School District 72, and works closely with District Home School Coordinators and Native Education staff. The Native Education Advisory Committee has representation from 4 local bands and support from the Department of Indian Affairs, the local School Board, the Museum, and North Island College. The Native Education Advisory Committee monitors the progress of, and revisions to, Ligwala Language program, which is implemented in the two secondary schools. The committee also monitors the academic progress of the students and deals with parental concerns. In addition, materials to be used in curriculum such as books and videos are inspected by the committee for accuracy, especially with respect to history and culture.

Children from Cape Mudge primarily attend Quadra, Central, and Campbellton Elementary schools, Phoenix school and Caribi Secondary school. The Coordinator deals with the educational needs of the students and is a liaison between students, parents, teachers, school administrations, and social agencies in the community. He/She offers support and some tutorial assistance to adults wishing to upgrade their education and any support or assistance desired by the Ligwala language teaching aides in the schools she serves.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Donna Lamb, #100-501-9th Avenue, Campbell River, B.C. V9W 4B5. Phone: 285-3316 (Band Office). or Ms. Roberta Henderson, 1400 Weiwaikum Road, Campbell River, B. C. V9W 5W8. Phone: 286-6949. (Band Office)

School District #80, Kitimat

Indian Studies Program, Mt. Elizabeth Secondary School

(Indian Studies, Secondary)

Haisla 8/9 and Indian Design 9-12 enhance student understanding and affinity with Indian culture and history, particularly B.C. and Kwakuitl culture, art forms, and language.

Haisla 8/9

This course will give the students the basic understanding of the linguistic alphabet that has been specifically developed to accommodate the transcription of the Haisla language. This will enable students to read and write fluently in the Haisla language. Also, this course will give the students a basic background in Haisla phonetics, teaching students how to make the proper sounds, compose proper sentences and carry on a conversation. The course consists of five units: Introduction to linguistic alphabet; simple structure and basic language patterns; basic plant identification and traditional usage; basic story structure; and basic conversational Haisla.

Indian Design 9

Indian Design 9 is a course specially designed to provide an opportunity to study the rich artistic heritage of the Northwest Coast cultures. Each student will learn to identify Haida, Kwakluth, and Nishga designs. Each student will also learn to draw and paint a variety of designs: Beaver, Wolf, Killer Whale, Salmon, Eagle, Bear, Raven and Human. This course emphasizes the process of designing.

Indian Design 10

Indian Design 10 is a continuation of ID 9. Students will learn to do increasingly more complex designs, building on forms studied in ID 9. Emphasis is upon developing a personal style that reflects the imagery of the Haisla people. Students explore a variety of media: paint, lino, wood, clay and silkscreen. Students produce finished works suitable for display.

Indian Design 11

This course is designed to offer an opportunity for continuing study of the rich artistic heritage of the Northwest Coast Indian, with emphasis on the development of the skills and understanding necessary to the production and presentation of authentic original Indian designs. Emphasis is upon the development of personal style.

Indian Design 12

This course provides the structure within which the committed student of Indian Design may pursue on an individualized basis the further refinement of style and personal imagery in the media of choice. Highly finished designs suitable for exhibit are executed.

For further information contact: Mr. A Brown, Director of Special Services, 1515 Kingfisher Avenue, Kitimat, B.C. V8C 1S5. Ph. 639-9161.

School District #80, Kitimat

Native Counsellor, Mt. Elizabeth Secondary School

(Counselling, Indian Language, Secondary)

There is a full-time Native counsellor at Mount Elizabeth Secondary School whose areas of responsibility are:

1. A resource person for teaching the Haisla language course.
2. Helping Native students with their problems in the school, specifically in regards to motivation, skipping classes, finding a sense of direction that is compatible with both home and school, finding behavior patterns acceptable while in the school and understanding how the system works and how the students fit into it.
3. Advising Mount Elizabeth staff in their handling of problems involving Native students.
4. Attending administrative and department meetings when necessary and offering assistance as it pertains to the educational and personal welfare of the secondary Native students.
5. Working closely with the Home School Coordinator in appropriate aspects of the Native students educational program for the purpose of assisting more students through grade 12 and onto a job or post secondary training.
6. Participating in integrative and supportive services meetings.
7. Consulting with the Supervisor of Educational Services when necessary in order to offer assistance in resolving Native educational and/or social problems.
8. Taking part in local and/or outside professional development to increase his/her effectiveness in dealing with the Native students, their parents and his/her fellow workers.

For further information contact: Mr. P. Meehan, Principal, Mount Elizabeth Secondary School, 1491 Kingfisher Avenue, Kitimat, B.C. V8C 1E9. Ph. 632-6174.

School District #80, Kitimat

Native Education Resource Teacher

This program has an itinerant teacher who is based at Nechako Elementary School and serves all elementary schools within the district. The learning assistance component of this program serves those elementary native Indian students who are experiencing learning difficulties or have specific skill deficits identified by the referring teachers.

For further information contact: Native Education Resource Teacher, Nechako Elementary School, 61 Nightingale St., Kitimat, B.C. V8C 1M9. Ph. 632-2912.

School District #80, Kitimat

Native Education Tutor

(Tutor, Elementary, Secondary)

The tutorial component of this program provides a service to Native students in Kitamaat Village who attend provincial schools within the district. Tutorial sessions are held by the Itinerant Teacher of Native Education twice a week for two hours per evening at the Kitamaat Village Library.

Program Objectives

1. To provide learning assistance to elementary native Indian students with special needs.
2. To provide learning enrichment to elementary native Indian students
3. To provide tutorial support and reinforce the concepts and skills that are being presented in the regular classroom.
4. To maintain ongoing contact with the student's teacher and parents.
5. To be a resource person for the teachers.

For further information contact: A. Brown, Director of Special Services, School District #80 (Kitimat), 1515 Kingfisher Avenue, Kitimat, B. C. V8c 1S5. 1E9. Ph. 632-6174.

Kitasoo Education Authority, Klemtu

Kitasoo Community School

(Band Controlled School, Community Education, Indian Language, Curriculum Development, Teacher Aide, Elementary, Secondary)

Kitasoo Community School is a Band Controlled school in the small community of Klemtu on the central coast of B.C. The school enrolls approximately 100 students in grades K-12, the secondary grades being added gradually in recent years.

The school is administered by a Management Committee rather than solely by the Principal. The Management Committee includes the Principal and representatives of the Indian and non-Indian on the school staff. The Management Committee is responsible to the Education Authority or School Board.

The school has developed strong ties with all aspects of the community. The school employed on full-time, part-time or occasional basis over 40 community members. The community operates a sawmill which does a great deal in cooperation with the school. Three of the teachers are community members, and there is a large number of local teacher aides. Many school projects are carried on jointly between the school and the community. For example, a joint Salmonid Enhancement project has been underway for the past few years.

The school generally follows the B.C. curriculum and adapts it to the needs and environment of the community. Heiltsuk and Tsimshian language and culture are a part of the curriculum.

The goal of the school is to educate its own trades and professional people as much as possible in the community in the hope that they will remain in the community to live.

For further information contact: Chairman, Kitasoo Education Authority, Klemtu, B.C. V0T 1L0. Ph. Kitasoo Radio (via Campbell River) Klemtu 1-A

Tsulquate Band, Port Hardy

Gwa'sala'nakwasda'xw

(Band Controlled, Indian Culture, Indian Language, Elementary, Secondary)

Gwa'sala'nakwasda'xw School has been Band Controlled since September 1977. The school enrolls 80 students from pre-school, and kindergarten to grade 7. The school's main objectives are to provide Tsulquate students with a knowledge of their language and culture in addition to a thorough education in the core subject areas of Language Arts and Mathematics. Activities include field trips, camp outs, swimming and skating programs as well as the regular school hour instruction. A limited physical education program takes place in the community hall in the village. The Native language, Kwakwala is taught for one half hour each day to all students. Most student evaluation is of the formal type. The main measure of the school's success is determined by the demonstration of success in the public high school. Students are prepared for re-entry to the public school system at the grade 8 level. The school maintains an informal relationship with the regular school system, and Tsulquate teachers often participate in some of the regular system's professional development activities.

The school's source of funding is the Department of Indian Affairs. It employs four full-time and two part-time teachers.

For further information contact: The Principal, Gwa'sala'nakwaxda'xw, P.O. Box 998, Port Hardy, B.C. V0N 2P0. Ph. 949-7743.

School District #85 (Vancouver Island North), Port Hardy

Extended Childcare Worker Program

(Academic Skills Development, Tutor, Elementary, Secondary)

The purpose of this program is to increase the academic quality and productivity of Native children while they function in a regular classroom environment. Through additional attention by an adult within the classroom Native children will show a significant increase in the understanding of academic activities.

The childcare workers attend to Native children within the regular classroom environment to ensure task understanding and follow through. They help the children on a one-to-one or small group basis to reinforce and review appropriate skills. [illegible] example, vocabulary, speaking, oral reading and comprehension. Evaluation of [illegible] student's progress considers academic testing through pre- and a post-testing, attend[illegible] and attitude towards school. The program is monitored by regular school based team meetings.

One childcare worker is funded through Indian Education in Function Three. The program began September, 1979. The child care worker is employed at the Fort Rupert Elementary School.

For further information contact: The Principal, Fort Rupert Elementary School, P.O. Box 674, Port Hardy, B.C. V0N 2P0. Ph. 949-6518; or The Principal, Port Hardy Junior Secondary School, P.O. Box 27, Port Hardy, B.C. V0N 2P0. Ph. 949-7443.

School District #85, (Vancouver Island North), Port Hardy

Home School Coordinator Program - Port Hardy Secondary School

(Home School Coordinator, Secondary)

Three part-time Home School Coordinators are funded through Function Three, Indian Education funding. The three coordinators represent three different bands, Gwe'Sala-Nakwaxda'xw, Quatsino and Kwakuitl in the North Island area. The coordinators are located in the Port Hardy Secondary School where students have easy access to them.

The Home School Coordinators make frequent contact with homes to gain an understanding of each child. The purposes of this program are: to provide liaison with home and school; to improve attendance; and to provide a resource that is able to respond quickly to need. The Home School Coordinator are available for counselling. Attendance, performance and behaviour in school are also monitored.

For further information contact: Home School Coordinator, Port Hardy Secondary School, P.O. Box 27, Port Hardy, B.C. V0N 2P0. Ph. 949-7443.

School District #85 (Vancouver Island North), Port Hardy

Kwakwala Language Program

(Indian Language, Elementary)

Mrs. Mabel Knox teaches the Kwakwala language from K-7 at Fort Rupert Elementary School. A total of 120 students participate in the program. The program is oral with picture cards and reinforced with educational games. The Learning Kwakwala Series by Jay Powell, Vickie Jensen, Agnew Cranmer, and Margaret Cook are used as workbook guides. The series is available through the U'mista Cultural Society in Alert Bay.

The Kwakwala Language program will be expanded to include two additional elementary schools for the 1988-89 school year.

For further information contact: Mabel Knox, Fort Rupert Elementary School, P.O. Box 674, Port Hardy, B.C. Ph. 949-6518

School District #85, Vancouver Island North

K-ABC Reseach Project

(Research, Teaching Strategies, Elementary)

A three year research project sponsored by Glendale Lodge Society aimed at a better understanding of those factors leading to the success or failure of Native Children in school. (1986-89) The Kaufman Assessment Battery for Children (K-ABC) is the testing instrument being used to identify strengths and weaknesses affecting educational progress of Native Indian youngsters. The focus of the project includes such questions as:

1. does the average native Indian child between the ages of 7 and 12 years have a relative simultaneous processing strength on the K-ABC?
2. does the typical educational approach to native Indian children match their processing strengths?
3. do teaching approaches designed to match the Native children's processing strengths result in increased learning?
4. how can knowledge of the attitudes of Native children, their parents and their teachers be used to promote success in school?

A modified version of the K-ABC as well as the Echo procedure to measure attitudes, will be given to the children participating in the project. Specific teaching approaches (regular curriculum materials) will be given to children the year following testing.

For further information contact: Dr. David Hallman, Psychologist, Glendale Lodge Society, Box 4250, Station A, Victoria, B. C. V8X 3X9 Phone: 479-7101.

School District #85, Vancouver Island North

Native Indian Education Committee

(Indian Education Committee)

Representatives from three North Island bands meet once a month to discuss native Indian Education issues to include budget, cultural programs, curriculum revision, selection of personnel, program review and evaluation.

For further information contact: Hal Seybold, Director of Special Education, P.O. Box 90, Port Hardy, B.C. V0N 2P0. Ph. 949-6618.

Bella Bella School Society, Waglisla

Bella Bella Community School

(Band Controlled, Teacher Aide, Indian Language, Indian Culture, Curriculum, Elementary, Secondary)

Bella Bella Community School has been a Band-controlled school since 1976. The original Education Committee, having negotiated transfer of responsibility evolved into an eight-member Band-elected School Board. As of April, 1982 the School Board became a Society. Presently it enrolls over 300 students and employs 19 teachers and administrators. Five of the eleven elementary teachers are native Indians. An additional 30 aides, custodians, clerical staff and Home School Coordinator are community members.

The school's philosophy "to provide the best of both worlds" makes provisions for Provincial Core Curriculum. Many additional programs are adapted to meet the special learning requirements of students, incorporating Heiltsuk culture and learning as much as possible.

A Teacher Aide Development Program provides an Aide in each primary classroom and in several other selected classrooms. All aides are involved in a 10-month training progam offered by the Board. There are two library aides as well, and two Home/School Coordinators who work with the school and the community.

Cultural input is provided from four major sources. A linguist and a researcher have prepared Heiltsuk Language Dictionaries and are working on a set of tape-accompanied readers. A consultant linguist is preparing curriculum guides for primary language instruction, a teacher/trainer is working with 3 learning instructors and 2 illustrators. The Heilsuk Cultural Centre provides materials and information to all staff. A primary-level Heiltsuk Social Studies curriculum has been implemented.

A full-time counsellor is employed by the Board and provides career and guidance counselling. An annual Career Fair is part of the Career program.

The Work/Study program provides an opportunity for older students and those unsuccessful in the mainstream to complete Grade 10. This a very successful program which gives students the opportunity to develop many life skills and to experience employment in different settings. Many of these students later transfer back to the mainstream with considerable success. The employment experience and general Career Readiness Training will be available to grade 11/12 students in September, 1988.

The Elementary School Program capitalizes on the strengths of the individual student and builds weak areas identified by skills checklist and nationally normed criterion testing. This work is facilitated by a Learning Assistance teacher. As well as daily Heiltsuk learning instruction the elementary school hosts an annual Fun Potlatch for the community. A major effort is made to include cultural content in the elementary school and parents are an integral part of the school.

The Board publishes an annual program progress report addressing all areas of the education programs including on-reserve University Transfer Program and our Post-Secondary Support program.

For further information contact: Larry Jorgenson, Board Chairperson, or Mrs. Arlene Wilson, Bella Bella Community School Society, General Delivery, Waglisla, B.C. V0T 1Z0. Ph. 957-2322.

NUU-CHAH-NULTH
(NOOTKA)

Courtesy of the Royal British Columbia Museum

Ahousat Band, Ahousat

Maaqtusiis Elementary and Secondary School

(Band Controlled School, Indian Culture, Indian Language, Elementary, Secondary)

In addition to regular academic program the Maaqtusiis School has established a new Cultural Education Program. All students from nursery to Grade 12 attend. The program has 2 language teachers, a cultural education coordinator, and a Native Art teacher. The cultural program covers Native history, carving, drawing, painting, weaving, knitting, singing and dancing.

The cultural program has established a Video Arts Program where students learn camera work, filming, editing and production. The students produce video film of community events that are then shown to the community. They have established a video library to record feasts, community events, and dances.

In Home Economics, the Band employs a Native teacher. Here the students learn traditional methods of preserving, gathering and storing foods. The students have their own smoke house. Students put on a community feast with food they have preserved themselves. They also learn to make jams, preserves, fry bread and bread. Students learn things that will be useful to them later in life.

For further information contact: Mr. Louis George, Maaqtusiis School, Ahousat, B.C. V0R 1A0. Ph. 670-9589.

Ahousat Band, Ahousat

Home School Coordinator

(Home School Coordinator, Band Controlled, Alternate School)

The Home School Coordinator position has been funded by the Band since 1976. The Coordinator's work extends to students in the Boarding Home Program in Tofino, to secondary students attending Ucluelet High School, students at Ahousat Day School, and university or college students in Victoria or Port Alberni. The coordinator writes letters to the parents and visits them monthly. He liaises between parents, schools and students, and attends School Board meetings or other meetings pertinent to education in the area.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Mr. Lewis George, Maaqtusiis School, Alternate School, Ahousat, B.C. V0R 1A0. Ph. 670-9589.

Tseshaht Band, Port Alberni

Ha-Ho Payuk Independent School

(Band Controlled School, Indian Culture, Alternative School, Indian Language, Curriculum, Elementary, Secondary)

Ha-Ho Payuk School is an independent day school located on the Tseshaht Reserve in Port Alberni. It is operated by a non-profit society which was established by a group of parents and Native Indian elders in 1975. Classes are taught from Playschool to Grade 6 inclusive. Ha-Ho Payuk also offers a combination Alternate High School/Adult Upgrading Class.

Operating funds for status Indian students (living on-reserve) come from the Federal Department of Indian Affairs. For students not living on-reserve, partial tuition payments are provided by the B.C. Ministry of Education/Independent Schools Branch. Additional funds are also obtained for the school's Native language program.

The three main goals of the school are:

1. To advance and improve the level of educational achievement of the Indian people;
2. To promote comprehensive educational and training programs consistent with the long range goals of self-determination and economic independence among the Indian people;
3. To promote and encourage Indian pride, Indian culture and Indian points of view through the development of various educational programs.

It is also the philosophy of the school to promote, in a happy and meaningful way, the academic, emotional, social and physical growth of students in accordance with the standards and policies set by the Ministry of Education, Department of Indian Affairs, Board of Directors, staff and administration of Ha-Ho Payuk School.

To achieve these goals, the teaching staff and administration are dedicated to sharing professional objectives that will provide for optimum student achievement, and build a positive attitude, self esteem and respect for others.

There are 115 students, 5 teachers, 1 learning assistant, 1 learning assistant aide, 1 playschool supervisor, 1 playschool assistant, 2 teacher aides, 1 volunteer librarian, 1 Alternate/Adult Upgrading teacher, 3 Native Studies teachers, 1 business administrator and 1 part-time academic administrator withing the school community.

The program of instruction from pre-school through Grade 6 blends the Ministry of Education Core Curriculum with a specially designed Cultural Curriculum. This blending is particularly important in Social Studies.

The Core teachers place emphasis on basic skills and use recommended ministry materials. Subject time allotments adhere to ministry regulations. The Ginn 720 Reading Series forms the foundation of the English/Language Arts program.

Cultural enrichment of the school curriculum occurs in Native language, arts and crafts, music and dance, legend and history, society and culture.

Ha-Ho Payuk School's three Native Studies teachers completed a course in which they studied linguistics, classroom methodology, and curriculum development. With the assistance of a linguist we have developed a Level 1 to Level 4 curriculum for our Native Studies classes. Level 5 is planned for 1989. The teachers use formal curriculum guides developed by the society. All students in grades 3, 4, 5, and 6 have 1/2 hour of Native Studies each day except Wednesday. They are taught in three different ability groups in the Native Studies classroom. Students from Kindergarten to grade 2 are taught in their classrooms for 1/2 hour each day.

An alternate class for high school students is also run by the society. This class is for students who withdraw from the public school system but want to increase their education. Students are encouraged to pursue a grade 12 equivalency through a G.E.D. (Grade Equivalency Diploma) exam or Ministry of Education correspondence course. The classroom provides an environment which encourages students to participate and be successful.

The Adult Upgrading Class is designed for students who have not attended school for at least a year and require a grade 12 equivalency. In conjunction with both Federal and Provincial Government agencies, students are paid a student allowance. Students take the G.E.D. exam at the end of the program and upon successful completion they are granted a grade 12 equivalency diploma by the Ministry of Education. Both classes are in the same building.

For further information contact: Laurie Smith, Business Administrator or Gio Selva, Principal Ha-Ho Payuk School, P.O. Box 1218, Port Alberni, B.C. V9Y 7M1. Ph. 724-5542

School District #70, Port Alberni

Native Indian Education

(Coordinator)

The Native Indian Education Program (N.I.E.P.) in School District #70 (Alberni) is currently under review. The intent of this review is to evaluate current programs and to consider the implementation of new Indian Education studies within the District.

On January 1st, 1988, Denny Grisdale was seconded to assume the role of the District Principal, Native Indian Education and to take charge of this review. During the first three months of 1988, an extensive research of the current N.I.E.P. and the needs of Native Indian youth was undertaken. The report is currently under review by the District and the Nuu-chah-nulth Tribal Council (NTC). A decision on the adoption of some or all of the recommendations of the report will be forthcoming in early May,

1988. The status of current programs is therefore uncertain and the nature of new programs as yet undecided.

In total, there were forty-four recommendations. Some of the major recommendations were as follows:

1. Whenever possible native Indian personnel be employed as teachers and resource people.
2. The N.I.L.A.P. should be staffed according to native Indian population and needs.
3. Clearly articulated role descriptions for Home School Coordinator, native Indian Enrichment Resource Personnel and N.I.L.A.P. teachers be developed.
4. Continued efforts to enhance awareness of native Indian life styles, values and culture amongst school staff and non-Native students be made.
5. Initiation of a study of native Indian students educational experiences, academic progress and counselling needs.
6. Native students' language arts programs be a high priority
7. The N.T.C. take leadership to involve native Indian parents more intensively with their respective schools through the formation of Native Parent Advisory Groups in all Bands.
8. The District and N.T.C. investigate, develop and implement a Holistic Health Program.
9. Employment of native Indian personnel as culture/linguistic specialists.
10. Joint N.T.C. and District committee to deal with native Indian Students'/Parents' concerns and establishment of a crisis network for at-risk students.
11. Joint N.T.C. and District creation of Native Studies units for the secondary social studies, art, home economics and industrial arts curriculum
12. Joint N.T.C. and District review and possible revision of existing Native units and implementation of them at appropriate grade levels.
13. District establisment of a Native linguistic program at the elementary level.
14. District investigate the development of a three-year Nuu-chah-nulth Native language course that will be accepted as a second language requirement for university/college entrance.
15. The N.I.E. include both N.I.L.A.P. and culture/linguistic components.
16. Clarification by the District of the role of the secondary school counsellors assigned to work with native Indian students.

It is hoped that as a result of the acceptance and implementation of the N.I.E. report, and the continued cooperation of the Nuu-chah-nulth Nation and the District in the education of the First Nation's Youth, the native Indian students of this District will obtain an education that will prepare them to become more productive citizens both with the mainstream society and the native Indian community.

For further information contact: D.(Denny) A. Grisdale, District Principal, Native Indian Education School District 70 (Alberni) 4690 Roger Street., Port Alberni, B.Ç. V9Y 3Z4 Phone 723-3565

Ucluelet Band, Ucluelet

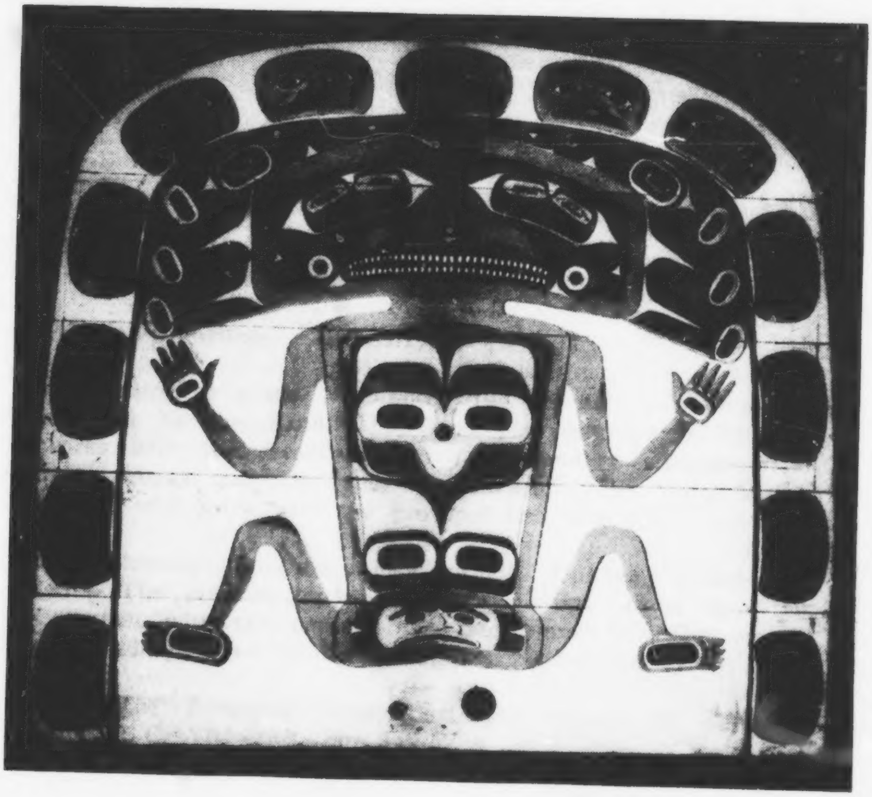
(Band Controlled, Indian Culture, Kindergarten/Pre-school)

The goals of the project are to provide an on-reserve pre-school/kindergarten facility with qualified personnel. The kindergarten program runs 5 half-days per week. There is encouragement of parent and grandparent involvement with parties, assistance in carfts and in field trips. Elders also assist in Native language and stories. The program started in September 10, 1985.

Curriculum stresses understanding English as a prerequisite to school. Immersion in Native language is planned. As the school becomes established records of all observations will be done on a daily basis.

Objectives also include involvement and information for parents. Potential teachers have the opportunity to work as teacher aides. Unique aspects of the project are cultural involvement and linguistic preparation.

For further information contact: Bernice Touchie, Ucluelet Band Office, P.O. Box 699, Ucluelet, B.C. V0R 3A0 Ph. 726-7342



TSIMSHIAN

CARVED BOARD: Yellow cedar, teeth of opercula, eyes inlaid with abalone.

Courtesy of the Royal British Columbia Museum

Gitsegukla Band School, Gitsegukla (Hazelton)

Gitsegukla Band School

(Band School, Indian Culture, Indian Language, Elementary)

There are 100 students from nursery to grade 7 enrolled. Ten teachers are employed by the DIA and 1 aide employed by the Band. The Band also employs a full-time Education Coordinator who works with the secondary and post-secondary students. The Band also employs a full-time language instructor and art instructor. The Band has a School Administrator and secretary who work with the principal and teachers.

Gitksan Studies is a cultural enrichment program which includes Gitksan culture and history,language, art and drama. The purpose is to bring the Native culture into the school system through direct contact with the parents and the community. The project began in September 1978 and is administered by the Gitsegukla Native Society.

For further information contact: The Principal, Gitsegukla Band School, 21 Seymour Avenue, R.R. #1, South Hazelton, B.C. V0J 2R0. Ph. 849-5739.

School District #88 (Terrace), Hazelton

Cultural Awareness Program

(Indian Language, Indian Culture, Elementary)

The goal of this project is to promote an awareness of Gitksan language and culture among the students of the Hazelton area elementary schools.

An itinerant teacher provides pull-out programs in native culture, language and art in the three Hazelton area elementary schools. The program has been in operation for a number of years and the classes are very well attended.

For further information contact: Mr. Gary Moore, Principal, John Field School. P.O.Box 240, Hazelton, B. C. V0J 1Y0 Phone: 842-5313

School District #88 (Terrace), Hazelton

Elementary Language Development Class

(Language Arts, Elementary)

The objective of the Language Development class is to improve student understanding and use of the English language so they may cope more effectively with mainstream curricula. Low enrollment is maintained in the class so that maximum individual benefit can be achieved. Most of the students involved are at the grade 1 level.

Language development is emphasized and facilitated through group patterned practices, individual oral and aural practice, and a relaxed supportive classroom environment. Specific objectives are:

- to improve the level of receptive and expressive verbal language of the students enrolled;
- to improve reading, printing and spelling skills at an accelerated rate;
- to improve students' concept of self as a public speaker and social talker in a classroom environment; and
- to increase the amount of spontaneous standard English spoken in the school day.

Funding is supplied by the Ministry of Education.

For further information contact: Ms. Judy Luxton, Language Development Teacher, John Field Elementary school, P.O. Box 240, Hazelton, B.C. V0J 1Y0. Ph. 842-5313.

School District #88 (Terrace), Hazelton

John Field Aide Program

(Learning Assistance, Elementary)

The John Field Aide Program is designed to provide support and aid to individuals and groups of students at various grade levels who require more than Learning Assistance approaches. Even with the support of a Learning Assistance Teacher some students' academic abilities and skill levels make it difficult for them to function effectively in the regular classroom. They often need the on-going support of an aide. The presence of the Indian aides make Indian people a visible part of the Indian education process, provides Indian adults as models within the school system, can encourage Indian students teaching. Indian culture and language programs are continually in jeopardy because of the lack of resource people with some confidence of working in a school setting. Over the years the aide positions create a pool of Indian resource people. Hiring Indian aides also has a positive effect on the relationship between the school and the community. However, funding cutbacks have reduced the program of Learning Assistance aides to one school, John Field.

For further information contact: Principal, John Field Elementary School, Box 240, Hazelton, B.C. V0J 1Y0 Ph. 842-5313

School District #88 (Terrace), Hazelton

Elementary Indian Art Instructor

(Art, Indian Culture, Elementary)

The program aims to gain acceptance from Indian and non-Indian students and teachers for Gitksan Art as a permanent addition to the school curriculum.

The Hazelton itinerant art instructor has travelled to all the elementary and secondary public schools in the Hazelton and Kitwanga communities supplementing art programs. Owing to funding cutbacks the Art Instructor now visits only John Field Elementary School. Instruction in woodcarving and other forms of Indian art have been provided to small groups of students on an optional basis in 2-3 dimensional design, drawing, painting, and carving. Gitksan names, legends and history are introduced through the art instruction. The demand in both communities was such than an Indian art instructor was requested for each community. Unfortunately, funding was not available.

For further information contact: Mr. Victor Mowatt, Indian Art Instructor, John Field Elementary School, P.O. Box 240, Hazelton, B.C. V0J 1Y. Phone: 842.5313.

School District #88 (Terrace), Hazelton

Secondary Tutorial Program

(Tutors, Academic Skills Development, Secondary)

The purposes of the program are to improve academic performance, to provide a quiet supervised study environment, and to develop effective study skills in as many areas as possible.

Secondary students are being offered tutoring in class assignments during the evening hours. The program focus is Native Indian students but any student is eligible. The program is being offered four evenings a week. One to one tutoring is given on a rotating basis in Hazelton Secondary School by tutors with expertise in English, Social Studies, Math and Science. Local teachers have been hired as the tutors. Attendance has varied from one student to more than 25.

The program is supported by the Ministry of Education.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School, P.O. Box 300, Hazelton, B.C. V0J 1Y0. Ph. 842-5214

School District #88, (Terrace) Hazelton

Secondary Indian Art Program

(Art, Indian Culture, Secondary)

This program, which is administered by School District #88 hopes to instill a knowledge of, and pride in, the visual arts of Indian culture.

A full time teacher at Hazelton Secondary school offers a program in Indian Art to all students. The program concentrates on drawing, painting and carving. The classes are open to all students, both Native and non-Native. This is a locally developed course.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School. Phone: 842-5214.

School District #88 (Terrace), Hazelton

Indian Education Programs, Hazelton Secondary

(Academic Skills Development, Indian Studies, Secondary)

Native Studies 12: This is a locally developed course put together jointly by the school's Social Studies staff and Git'Ksan-Wet'suweten Tribal Council.

Hazelton Alternate School: Alternate education for up to 12 students is supplied by the school. An Advisory Committee functions well and encompasses personnel from M.H.R., Probations, School District #88 (Terrace), and the Git'Ksan Wet'suweten Tribal Council. Some students successfully transfer from the Alternate School to B.T.S.D. or to Hazelton Secondary School.

For further information contact: Mr. G. Underhill, Principal, or B. Petursson, Instructor, Hazelton Secondary School, P.O. Box 300, Hazelton, B.C. V0J 1Y0 Ph. 842-5214.

School District #88 (Terrace), Hazelton

Employment Orientation Program Occupational

(Pre-Employment, Secondary, Academic Skills Development)

The School District personnel has revamped the Ministry's Grade 8-10 Occupational Program. Life skills, vocational preparation, and work experience have become integral portions of the program. High profile community work, and a large variety of guest speakers, community-school meetings, and extensive involvement of Tribal Council personnel characterize the program. The core subjects are Math Skills, Communication Skills, Science, Physical and Health Education and Social Studies (emphasis on local studies). There is much mainstreaming in the elective areas, and in physical and health education.

Approximately 40 students are enrolled in the Grade 8-12 program. The senior years encompass similar content to the junior years also include Consumer Education 11/12, Tutorial 11/12, and 12 weeks of work experience in May and June.

The program is populated by both Native and non-Native students although the former predominate.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School, P.O. Box 300, Hazelton, B.C. V0J 1Y0. Ph. 842-5214.

School District #88 (Terrace) and Gitksan Wet'suwet'en Education Society

Silver Standard School, Hazelton

This project is administered by School District #88, Terrace, and the Gitksan Wet'suwet'en Education Society.

The goal of this project is to provide an alternate education program for students who have been unable to function successfully in a regular high school setting. This program serves youth, 14 - 17 years of age, who have to date all been of Native Indian ancestry and heritage. These young people have been unable to meet the demands of the regular high school. The program offers a hands-on practical life skills curriculum in addition to regular but individualized academic programming.

For further information contact: Mrs. Elizabeth Wilson, Director of Education, (Special Services), School District #88, 3211 Kenney St., Terrace, B.C. V8G 3E9. Ph. 635-4931

School District #88 (Terrace), Hazelton/Kitwanga

Grade 7 Adjustment Program

(Academic Skills Development, Elementary, Secondary)

Federal Indian Day schools operate from pre-schools to grade 6 in the Hazelton, Kitwanga area. some of the students entering grade 7 at John Field have not attained the same standard of education and level of conduct that is expected of other grade 7 students. The problem is twofold. On the one hand the incoming day school students require much of the teacher's time to upgrade their skills and behavior and, on the other hand, the remaining grade 7's suffer because of the extra burden placed on the teacher. One way of improving the adjustment problems is to reduce class size at the grade 7 level.

For further information contact: Principal, John Field Elementary School, P.O. Box 240, Hazelton, B.C. V0J 1Y0. Ph. 842-5313; or Principal, Kitwanga Elementary Junior Secondary School, Box 88, Kitwanga, B.C. V0J 2A0. Ph. 849-5484.

School District #88, Terrace/ Hazelton/ Kitwanga

Home School Coordinators

(Home School Coordinator, Elementary)

The goal of the Home School Coordinator is to create understanding within the triangle of home, student and school. Home School Coordinators assist the school in providing the best possible learning environment for Native children. They achieve this by assisting principals and teachers in the communication process between Native children, parents and bands.

Their core role is to assist the principal and staff in enhancing the liaison between Native students, their parents, Native bands and the school and to assist Native students in successfully completing their studies. To complement this core role, the Home School Coordinator makes contact with every Native student and ensures that the student is aware of the services of the Home School Coordinator, assists the principal and staff in developing a liaison with the parents of Native students and with the bands to which the students belong. The Home School Coordinator also assists the staff in understanding the needs of Native students and the principal in facilitating the education of the Native students in the school.

To accomplish these objectives, the Home School Coordinator is expected to meet with every Native student at least once a year to inform him or her of the services of the Home School Coordinator and to visit each student's home once a year. The Home School Coordinator helps develop communication between the school and band councils, promotes a positive image for the school in the Native community and encourages involvement of the Native community in school activities and school participation in the functions of the Native community. The Home School Coordinator assists the principal in the management of Native students within the school, works to maximize attendence of these students and raises any concerns about social problems of Native children with band social workers and band education officials. The Home School Coordinator also acts as a support person or intermediary for parents and/or teachers at parent teacher interviews and provides a drop-in centre as well as support for Native children in the school. The Home School Coordinator is also available to aid the principal as required to enhance home-school cooperation and understanding and pupil success.

For further information contact: Mrs. Elizabeth Wilson, Director of Instruction (Special Services), School District #88, 3211 Kenney St. Terrace, V8G 3E9. Ph. 635-4391

School District #88 (Terrace) Terrace/ Hazelton/ Kitwanga

Elementary Learning Assistance

(Learning Assistance, Elementary)

The goal of this project is to improve the attendence and academic achievement of Native students enrolled in two elementary schools.

A half time teacher works in each school, working with students individually and in groups and also with teachers. Students are provided with assistance in their studies and the school program is established within a Native context. Teachers are sensitized to the backgrounds and unique learning styles of Native students.

For further information contact: Mrs. Elizabeth Wilson, Director of Instruction (Special Services), School District #88, 3211 Kenney St., Terrace, B.C. V8G 3E9. Ph. 635-4931.

Kispiox Indian Band, Kispiox

Kispiox Community School

(Band Controlled, Community Education, Home School Coordinator, Pre-School, Elementary)

The Kispiox Community School began in September 1981 and is administered by the Kispiox Indian Band. The Kispiox School's short term goals are to:

1. Guide students to establish responsible behaviour and to ensure optimum learning conditions.
2. Use an integrated approach to develop the whole child where possible.
3. Teach problem solving skills
4. Develop and implement a credible Gitksan language and cultural program.
5. Build an adventure playground using community support. Upgrade the playground to ensure safety standards.
6. Attend workshops to enhance the abilities of the professional and non-professional school staff.
7. Continue to develop communications among school staff, School Board members and the community.
8. Get to know parents and community members on a formal and informal basis.

The school's long term goals are to:

1. Fulfill the goals as outlined by the Kispiox Education Committee
2. Provide a child-centered learning environments that focuses on social, emotional and academic needs of children
3. Use of the B.C. Provincial curriculum as a guide in all subject areas

4. Expand the Gitksan language program and develop a cultural program as part of the school curriculum.
5. Implement a community school program
6. Develop a sequential curriculum from Kindergarten to grade 7.

The school has a population of 113 students in Nursery to grade 7 of which 23 are from outside the village. Added to this, there is a preschool with 16 students which operates in the afternoons only. The school employs 6 teachers and a support staff of 7. The provincial curriculum is followed although this has not proven to be a totally successful venture. The staff is working on a model of continuous progress which it hopes to introduce in the near future. The school also has a Gitksan language program which attempts to improve the oral fluency of the students.

The school takes a child-centered approach focussing on the social, emotional and academic needs of the individual student.

There is a concerted attempt to bring the school to the community and the community to the school especially with respect to the Social Studies curriculum. In addition the school and its resources are made available to the village by way of night courses, high school tutorials, and village sponsored activities.

The school believes that education is a life-long process. The school established a preschool for 2 and 3 year olds. The purpose is to improve socialization skills as well as language development skills. In addition, a series of parenting workshops have been sponsored to bring parenting awareness especially to the younger parents.

The School Board has sponsored an integrated BTSD program for adults. This program integrates the standard English and Math BTSD program with lifeskills, consumer education, parenting, law and other relevant subjects.

For further information contact: Principal, Kispiox Elementary School, Hazelton, B.C. V0J 1Y0. Ph. 842-6148; or Mr. Jim Angus, Band Education Administrator, Kispiox Band Office, P.O. Box 325, Hazelton, B.C. V0J 1Y0. Ph. 842-5248, 842-5249

Gitanyow Band, Kitwancool

Home School Coordinator

(Band Controlled School, Home School Coordinator, Elementary, Secondary)

This position has been split between two half-time workers. One worker concentrates on working with the elementary school children, their families and teachers, and the other works with the senior students who are at school in Hazelton. The Coordinator: meets the students, parents and teachers at the beginning of the school year; observes classes in session; holds individual conferences with teachers and counsellors; keeps attendance and progress files for each student; assesses personal, financial and educational needs and desires of students; attends Band meetings and; consults with the Probation Officer and Learning Assistance Teacher as necessary.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Peggy Smith, Home School Coordinator, Gitanyow Band Office, Kitwanga, B.C. V0J 2A0. Ph. 849-5675.

Gitanyow Band, Kitwancool

Gitanyow Independent School

Band Controlled School, Indian Culture, Indian Language, Elementary)

The Gitwanyow Independent School is composed of community people from Kitwancool and Gitwangak. The school program has been designed by community people to serve their needs. The Gitwanyow concept of education, based on local (Indian) control, aims at developing economic self-reliance through the utilization of environmental and economic options in an innovative technique called Renewable Resources Management Education (RRME)

This program concept entails the following features:

- a focus on people, their culture and renewable resources
- relevance to controlled but sustained economic and social development
- the linking of local knowledge and community involvement in the educational systems
- interdisciplinary, but resource-focussed, treatment of the curricula
- emphasis on "learning by doing"
- emphasis on "learning by producing"
- cost-effectiveness (schooling becomes wealth generating)

The major thrust of RRME is on "active participation' which requires a great amount of action research and field work. The emphasis of this "project component" of RRME has students working on projects that contribute directly to the economic well-being of the community. Such projects include reforestation projects, salmon enhancement projects as well as other resource based projects. Beyond the teaching and learning incentive value on such projects, the students contribute directly to the economic well-being of their community. Such projects train people for future productivity and use existing human resources to meet contemporary economic needs. The education system becomes a producer as well as a consumer of wealth.

In addition the school offers a variety of cultural enrichment programs that enhance the Gitksan culture.

For further information contact: Superintendent, P.O. Box 369, Kitwanga, B.C. V0J 2A0. Ph. 849-5384 or 849-5541.

School District #88 (Terrace), Kitwanga

Elementary Native Studies Program

(Indian Language)

The goal of this project is to offer a program in writing and speaking Gitksan. This is a locally developed program offering an introduction to writing and speaking Gitksan.

For further information contact: Mrs. Elizabeth Wilson, Director of Instruction (Special Services), School District #88, Kenney St., Terrace, B.C. V8G 3E9. Ph 635-4391

School District #88 (Terrace), Kitwanga

Gitskan Studies II

(Indian Culture, Indian Language)

Gitskan Studies II is a language and cultural enrichment program focussing on the local Gitskan dialect and cultural practices. Oral Gitskan fluency and enhanced appreciation of the area's rich Native Indian heritage are emphasized. Cultural aspects such as hunting and trapping, relationships between the student, school and Indian community, and Northwest Coast Indian Art are investigated and form an integral part of the program. The program now operates in grades 1-7 on an optional basis and is open to all students who have parental consent.

The materials used are designed for the Kitwanga area and reflect the distinct dialect and common cultural heritage of the Kitwanga, Kitwancool and Kitsegukla people. The four basic texts to be used at the different grade levels are, basically, illustrated cultural dictionaries supplemented with teaching tapes. Each pupil may work in the text and keep it on completion of the course. The text contains words written in the modern Gitksan form as well as in the traditional manner desired by Kitwancool in addition to English. The texts have been prepared by Dr. J. Powell and V. Jensen from the Department of Anthropology, U.B.C., in conjunction with the Band Councils and the Elders of the Bands. In addition to the above materials, the materials prepared by Susan Marsden for School District #88 are used as part of this program.

For further information contact: Kitwanga Elementary School, P.O. Box 88, Kitwanga, B.C. V0J 2A0. Ph. 849-5484

School District #92 (Nisgha), New Aiyansh

Indian Education Programs

(Curriculum, Indian Culture, Indian Language, Teacher Aide, Elementary, Secondary)

Bilingual/Bicultural Program

The objective of the program is to promote the teaching of the Nisgha language and culture as an integral part of the basic education program of the district.

The Bi and Bi Program is administered by the Bilingual/Bicultural coordinator who reports to the Superintendent. The primary function of the Coordinator "... is to ensure the successful perpetuation of the Bilingual/Bicultural Program." More specifically, the main concerns are defining objectives of the program, leading the development of the program curriculum and resource materials, visiting and assisting in Nisgha language classrooms, advising principals on the cultural infusion program, promoting the development of Nisgha Bi and Bi personnel, supervising program budget, and providing liaison of the program with the school district.

The Bi and Bi program staff include a Nisgha language specialist, a curriculum development specialist, a Nisgha language worker who is a fluent Nisgha speaker and who has learned linguistic techniques on the job, and a materials development worker who prepares some of the curriculum materials and carries out sorting and organizing of Nisgha cultural information. In 1982-83 a Curriculum Implementor was appointed whose function is to increase the use of culturally relevant materials in the classrooms.

The Bi and Bi Program also employs seven Nisgha language assistants and a Nisgha language teacher on a Letter of Permission to teach the Nisgha language classes. The Nisgha language assistants are also expected to assist in the cultural infusion of other courses.

Nisgha Language Program

The preparation of the Nisgha language section has been given the higher priority in the Bi and Bi program. The first draft of the courses from kindergarten to grade 12 are virtually complete. In addition, some reference materials on the grammatical structure and a large word list for a future dictionary have been prepared. A Nisgha language teacher's guide, many resource materials (especially pictures), and a scope and sequence chart have been prepared. The objectives of the Nisgha language section are:

1. To develop and improve comprehension of spoken Nisgha, including a wide range of patterns: instruction, commands, explanations, questions, narrations and descriptions.
2. To develop an ability to speak the language with accurate pronunciation and intonation with the highest possible degree of fluency.
3. To develop the ability to think in Nisgha.
4. To develop skill in reading Nisgha, both oral and silent.
5. To develop skill in writing Nisgha so that it will be used for such things as preparing speeches, writing for newspapers, and transcribing tapes of stories and

meetings.

6. To stimulate an interest in and a knowledge of the Nisgha culture.

Nisgha language instruction is given in every elementary classroom in the district. The Nisgha language assistants provide this instruction in daily 20 to 30 minute sessions.

Cultural Infusion

The cultural infusion section of the Bi and Bi program has concentrated on: the collection of primary material related to the Nisgha culture, especially traditional culture; the production of classroom materials, particularly picture sets to use in social studies; the development of a detailed plan for infusion of Nisgha culture into the provincial social studies curriculum to grade 6; and the development of a scope and sequence chart for infusion of Nisgha culture into other curriculum areas.

The cultural infusion process is the responsibility of the principals who benefit from the advice and assistance of the Bi and Bi coordinator and resources provided by the Bi and Bi office. Individual teachers are encouraged, but not required, to use the cultural infusion suggestions and materials in their classes. The Nisgha language assistants are to assist teachers with the cultural infusion, when requested and as their time permits.

For further information contact: Mr. Alvin McKay, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph. 635-3678 or 683-2228.

School District #92 (Nisgha), New Aiyansh

District Projects

(Home School Coordinator, Group Homes)

There are three Home School Coordinators whose roles are to ease friction between parents, child, and school. Two of the coordinators visit the group homes to ensure contact is kept between student boarders and their families.

Group Homes

There are six group homes for the use of student boarders. There are 60 students from Prince Rupert and Kincolith residing in five of the homes on a full-time basis. In winter when weather conditions deteriorate, an additional 35 students from Greenville reside in the group homes.

For further information contact: Mr. Alvin McKay, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph. 635-3678, 683-2228.

School District #92 (Nisgha), New Aiyansh

Special Programs

(Teacher Aide, Alternate, Secondary)

Transitional Class and Work Exploration Program

The Secondary School in Nisgha Elementary Secondary School meets the needs of a small group of low achieving students. This is done by means of a grade 8 transitional class. The students in this class have small group instruction in academic subjects and are mainstreamed for other subjects.

In grades 9, 10, 11, and 12 these students enter the Work Exploration Program. This program enables students to explore work opportunities in the community. Students spend five days with an employer and have four different opportunities at a variety of experiences in the community. Opportunities offered are in the general store, maintenance, forestry, gas station, etc. As well, these students have instruction in academic and non-academic subjects.

Career Preparation

Nisgha Elementary Secondary School offers two career exploration opportunities, mechanics and commerce, to grade 11 and 12 students.

For further information contact: Mr. Alvin McKay, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0 . Phone: 633-2228.

School District #52, Prince Rupert

Native Indian Education - Overview

School District #52 services approximately 4,000 students of whom about one-third are of native Indian ancestry. These students attend schools in Prince Rupert as well as K-10 in the villages of Port Simpson, Kitkatla and Hartley Bay.

Almost all programs/projects are school-based. The only exception is the Smalgyax Native Language program which has a part-time coordinator working at the district level. The district's three Directors of Instruction (Secondary, Elementary, and Special Education) oversee various components of local native Indian education and work closely with principals in doing so.

The School District is guided, on a bi-annual basis, by "Directions". One of the six "Directions" currently in place is to continue to develop and support programs and strategies designed to improve success for native Indian students. There is a committee which meets periodically to assess the status of this "Direction", in the context of the district's total educational program.

For further information contact: Dave Harrison, Director of Instruction Secondary, School District #52, 825 Conrad St., Prince Rupert, B.C. V8S 1X1. Ph. 624-6717.

School District #52, Prince Rupert

Home School Coordination Program

(Coordinator, Home School Coordinator, Elementary, Secondary)

Native Awareness and Study Support Program.

This program is administered by the princpals of Booth Memorial Junior Secondary and Prince Rupert Secondary School. Its goal is to increase awareness of differences in personal culture vs. school culture and to promote understanding between them in order to help students realize the value of their heritage.

The same person acts as a Home School Coordinator, Native Counsellor, and a L.A.T. in the context of "Native Awareness and Study Support Program" at the high schools. This is a district funded position.

The person filling this position provides an additional support and counselling service to Native students and acts as a liaison between the students, parents, teachers, counsellors, administrators and external agencies. The Home School Coordinator visits parents to inform them of the progress of their child/children and keeps them abreast of the school's regulations and expectations. As well, the Home School Coordinator counsels and encourages students to develop their full potential and tries to ensure that the majority of Native students have a positive and successful school experience.

The counsellor role includes the following:

- Helps students develop personal goals
- Assists Native students explore potential careers by identifying appropriate courses and programs in relation to the individual's educational goals, attitudes, interests and abilities
- Encourages students to discuss their school difficulties with their teachers, counsellors or administrators without fear
- Develops a greater cultural awareness among school staffs by conducting case conferences with teachers, counsellors and administrators.

The learning assistance teacher role includes:

- Improving students' vocabulary skills, writing skills, test taking skills, questioning skills and other study skills.
- Developing students life skills.
- Helping students with problem solving in their specific courses.

For further information contact: Louise Smith, c/o Booth Memorial Junior Secondary School, 500 Hays Cove Circle, Prince Rupert, B.C. V8J 3W1 Phone: 624-5031.

Home School Coordinators for Hartley Bay, Port Simpson and Kitkatla

The programs in these three schools are administered by the respective Band Councils, in liaison with the Principal of Prince Rupert Secondary School.

The goal of these programs is to assist students in making the transition between Grade 10 in their village schools and Grade 11 in Prince Rupert and to assist students in coping with school and home demands once in Prince Rupert.

These three paraprofessionals are employees of their bands and are stationed at Prince Rupert Senior Secondary School. They run the Boarding Home Program, where Grade 11 and 12 students attending school in Prince Rupert are boarded in private homes. The Home School Coordinators help parents place and supervise approximately 40 students in private boarding homes.

The Home School Coordinators provide counselling for Native students and act as liaisons between students, parents, boarding parents and school personnel. They meet with teachers about individual students; coordinate meetings for parents, boarding parents and students; initiate study-hall sessions for their students and keep track of students' attendance and general school performance. They also administer the monthly spending money allowance bands provide for their students attending P.R.S.S. Money is deducted for classes missed which helps cut down on absenteeism. The Home School Coordinators have to send ledgers to their Bands accounting for boarding home and student allowance cheques. They are expected to participate in Professional Development workshops and in-service training provided by the School District.

For further information contact: Mr. Art Munger, Principal, Prince Rupert Secondary School, 417 West 9th Avenue, Prince Rupert, B.C. V8J 2S9. Phone: 624-6757

Home School Coordinator for Metlakatla

The Metlakatla Band Council, in liaison with the principals of Prince Rupert Secondary School, Booth Memorial Junior Secondary School and Conrad Elementary School administer this program, the goal of which is to ensure that the majority of Metlakatla's students have a positive and successful school experience.

One coordinator works with about 20 students who are in Grades 8 to 12. Acting as a counsellor this person helps students develop personal goals, assists them in exploring potential careers and assists them in identifying appropriate courses and programs. As well, individual student progress is monitored weekly and attendance is monitored daily; students are encouraged and supported in their studies and meetings with parents, teachers and administrators are coordinated.

Another coordinator works with about 20 students in Grades 1 through 7. This person's main role is to ensure the safety of students as they travel to and from school on a ferry. The other major responsibility is to act as a liaison between the school and the home.

For further information contact: Mr. Art Munger Principal, Prince Rupert Secondary School, 417 West 9th Avenue, Prince Rupert, B.C. V8J 2S9 Phone 624,6757
Mr. Skip Cronck, Principal Booth Memorial Junior Secondary School 500 Hays Cove Circle, Prince Rupert, B. C. Phone 624-5031; or Mr. Doug Yearwood, Principal Conrad

Elementary School, 825 Conrad Street, Prince Rupert, B.C. V8J 3B8. Phone 624-6727

School District #52, Prince Rupert

Coordinator, Sm'algy a̠x Language Program

(Indian Language, Curriculum, Pre-school, Elementary, Secondary)

The Sm'algy a̠x Language Program provides Native language as second language instruction in the ancestral language of the Tsimshian people during the school day in the village shcools of Hartley Bay, Kitkatla and Port Simpson and in the evening in Metlakatla (their children attend school in Prince Rupert, coming in on a daily ferry). It has been realized by all concerned that the goals of the school program can be only familiarity with the language; the long term goal of fluency and restoring the Native language as a means of everyday communication in the four villages, which the school district supports, can only be realized with total community commitment and use of the language at all levels.

In the past the program was coordinated by a linguist hired by the district to develop the Sm'algy a̠x Language curriculum and by the University of Victoria's Native Indian Language Diploma Program (NILDP). The teachers in the program have either completed the NILDP program on the Native Teacher Education Program through Simon Fraser University or the University of Victoria. The linguist has since left the district and coordination of the program has been the responsibility of the Coordinator of the Sm'algy a̠x Program. The teachers have been coming to Prince Rupert for once-monthly workshops to review items such as second language teaching techniques, classroom management skills, reporting procedures and curriculum mapping.

Instruction, totalling 100 minutes per week for Grade 1 on, is offered in nursery through Grade 10 in Hartley Bay, nursery through Grade 8 in Kitkatla, and nursery through Grade 7 in Port Simpson. Once curriculum has been developed, it is anticipated that instruction will be extended through Grade 10 in the latter two villages. A long term district objective is to extend the program into the senior secondary school and gain Ministry and gain university approval of the Sm'algy a̠x Program to meet the high school graduation and university entrance second language requirement.

The Native Language instructors are district employees while the Metlakatla instructor, who teaches nursery through adult classes in the evenings, is funded by her Band Council.

A curriculum for kindergarten to Grade 2 has been completed. Teaching materials such as puppets, flashcards, big books, readers, language games and a slide/tape presentation of a legend have been developed. Further curriculum development is is ongoing with the long-range plan of having an intermediate teacher work with the Native Language teachers to develop a curriculum to Grade 7 as well as a complete K-7 program with lesson plans, drills, games, evaluation procedures and accompanying teaching materials. Once this has been completed, secondary curriculum and program development will follow.

Evaluation of the program is presently being undertaken by the principals of the village schools and district personnel. It is hoped that the school district will establish guidelines for student evaluation in this program as well.

For further information contact: Dave Harrison, Director of Instruction Secondary, Educational Services, 825 Conrad St., Prince Rupert, B.C. V8J 3B8. Ph. 627-1536.

School District #52 Prince Rupert

District Programs and Strategies

These programs are designed to improve the success for native Indian students.

In-Town Elementary Schools

Conrad: One full time person, funded by the Metlakatla Band Council, working as a Home School Coordinator for students from this village.

Kanata: The program is integrative and holistic, emphasis being placed upon child-centered exploration of a variety of communities, including native Indian community. Focus on native Indian cultures is mainly in Grades 4, 6 and 7, using the Social Studies curriculum as the main vehicle of delivery.

King Edward: During the present school year to a teacher has developed materials which, while focusing upon the native Indian culture, will be integrated with the regular curriculum. These materials utilize a whole language integrated approach to Language Arts, Social Studies, Science, Art and Music, and were produced for primary classes.

Pineridge: For the past year, two integrated programs have been in place. At the primary level, specifically in Grade 1, the program is preventative and focused upon the development of writing skills. At the intermediate level, specifically in Grade 7, modified language arts programs tailored to individual needs are stressed.

Port Edward: Two integrated programs have been in place to assist Native students with literacy development. These approaches have been coordinated by one teacher. In the first, teachers are assisted in their classrooms with the implementation of the school's language development project: with special emphasis placed on support for Native students. In the second, individualized and small group support is given to students exhibiting specific language needs.

Roosevelt: There have been two integrated programs. Emphasis in the primary grades has been on language skills and vocabulary development.

Seal Cove: There have been two integrated programs. Language development is delivered by the L.A.T. in the L.A. Room using a whole language approach with emphasis on skill building. The Librarian coordinates a curriculum enrichment program in Native culture,which features units of study fitted into regular coursework.

Westview: No programs exist which are geared specifically to Native Education.

Emphasis upon "whole language" or a holistic approach geared to the student's particular learning style meets the children's needs.

Village Schools

Hartley Bay: Smalgy ax Native language program: Delivered to all students on a 20 minute per day basis. Culture Blocks: Eight timetable blocks over the school year in which all students have opportunities to participate in culturally focused activities. School Committee: Joint parent/Band Council group that meets monthly and assists the school and students. General: Programs, projects and priorities are always influenced by local needs.

Lach Klan: Smalgy ax Native language program: for students in nursery school through Grade 7. Social Studies: Locally developed materials are used, at the teacher's discretion, in Grades 3 and 4. Library: Emphasis, in the collection, on Native culture materials. Art: Most intense area of cultural recognition. General: Programs, projects and priorities are always influenced by local needs.

Lax Kwalaams Smalgy ax Native language program: Delivered to all elementary students. General: Programs such as 'whole language', classroom management, study skills and field activities are always influenced by local needs.

General: The following initiatives have been taken during the present school year:

1. To widen the district's work experience program to include servicing village schools. A start has been made with Lach Klan.
2. To include village students in such activities as those related to the district's parenting program.
3. To increase the liaison and transition between the village schools and P.R.S.S. by having each counsellor at P.R.S.S. assigned to a village, with the goal of properly servicing students of that village.
4. To develop a 'buddying' arrangement whereby three town schools each link up with one of the village schools, for the purpose of helping and sharing.

Secondary Schools

Booth: Students are streamed or tracked according to individual needs in core courses. One part-time person, funded by School District #52, working as a Home School Coordinator, Native counsellor and a L.A.T. (shared with P.R.S.S.) Native Art: Basic introduction to the art and history of the Northwest Coast Indians; integrated, but with about 90% Native enrollment.

P.R.S.S: One part-time person, funded by School District #52, working as a Home School Coordinator, Native counsellor and a L.A.T. One part-time person funded by the Metlakatla Band Council working as a Home School Coordinator. Three full-time persons working as Home School Coordinators and funded by the Hartley Bay, Port Simpson, and Kitkatla Band Councils respectively.

For further information contact: Dave Harrison, Director of Instruction (Secondary) 825 Conrad Street, Prince Rupert, B.C. V8J 3B8 Phone 527-1536

School District #52 Prince Rupert

Native Art, Grades 9 and 10

This course is considered an introduction to the artistic elements of the techniques and designs of the Haida, Tsimshian and Nishga Indians in the Prince Rupert region. In addition to the art elements, students will become familiar with the crests, history and legends of the native Indians on the Northwest Coast.

This program is administered by the principal of Booth Memorial Junior Secondary School.

The course is separated into three sections: the first trimester deals with the basic forms and units of two dimensional drawing and painting; the second semester is used for experimenting with a number of art forms, including murals, silkscreens and carving. North Coast history and legends are introduced during the final two semesters through the use of a text book compiled from numerous local sources, video specials related to the Northwest zone, visits to our local museum and demonstrations in the local Native carving shed. Local community involvement is dependent upon availability of volunteers; in the past we have had individuals demonstrate carving techniques for wood and metal.

This course is considered a substitute for an Art 9 or 10 elective. Typically, between 30 and 40 students participate, with approximately 90% being native Indian.

Currently, the carving unit has been limited to the use of clay as a substitute for wood. This is due to the difficulty of acquiring traditional carving tools, but it is hoped that next year several community artists will aid the program through demonstrations so that the students will be able to construct their own carving tools.

If a community volunteer can be found, either a button blanket or basket weaving will be attempted next year.

For further information contact: Mr. Russell Stasiuk, 440 6th Avenue East, Prince Rupert, B.C. V8J 1W7 Phone 624-5031.

MISCELLANEOUS

University of British Columbia, Vancouver

First Nations House of Learning

The First Nations House of Learning has recently been established at U.B.C. to help make the University's resources more accessible to B.C.'s first people and to improve the University's ability to meet the needs of First Nations. The House of Learning works toward extending the successful components of the existing programs - Native Indian Teacher Education Program, Ts"kel, Native Law - into other faculties of the University to increase the range of professional programs relevant to First Nations needs.

The objectives of the First Nations House of Learning are:

1. to increase greatly the enrollment of First Nations people in a wide range of study areas by actively recruiting and providing support services.
2. to expand the range and depth of program and course offering within the faculties, schools and institutes at U.B.C. related to needs identified by First Nations people and communities in B.C.
3. to identify and promote research that would extend the frontiers of knowledge for the benefit of First Nations (eg. legal studies of land claims and self-government, resource management, delivery of social services).
4. to increase the First Nations leadership on campus.
5. to establish a physical facility (longhouse) on campus to enhance the recruitment and support services for First Nations students.

A longer range plan includes the possibility of founding an international component for the advancement of indigenous people around the world.

For further information contact: The First Nations House of Learning, 6365 Biological Sciences Road, University of British Columbia, Vancouver, B.C., V6T 1W5. Ph. 222-8940.

University of British Columbia, Faculty of Education, Vancouver

Native Indian Education Programs

NITEP

The Native Indian Teacher Education Program is a U.B.C. Bachelor of Education program guided by an Advisory board of Indian Educators, U.B.C. faculty and NITEP students. The aim is to graduate fully qualified Native people in the field of education. Students generally begin their programs at field centres at or near their homes. After this, students move to U.B.C. to complete their degree requirements.

NITEP/FNHL FIELD CENTRES

Students may begin U.B.C. programs through the First Nations House of Learning (FNHL). First and second year university transfer credit can be acquired at the NITEP field centre location. Counselling and support services provided by the NITEP counsellors is now available to students interested in fields other than teaching. Indian studies courses, a seminar and field placements are components of the field centre years in which all NITEP/FNHL students participate.

TS"KEL ADMINISTRATION PROGRAM (M.ED)

Ts"kel is designed to prepare Native Indian people for the field of educational adminstration. With the advancement of Native Indian self-government through Canada including the establishment and control of schools, the need for qualified administrators is critical.

The program offered through the Department of Adult, Administrative and Higher Education at the University of British Columbia provides an opportunity for interested and qualified Native Indian people to develop the leadership and administrative skills needed for Native Indian schools and other related institutions. The program leads to the Master of Education (M.Ed.) in Administration.

For further information contact: Prof. Verna J. Kirkness, Director of Native Indian Education, Faculty of education, University of British Columbia, Vancouver, B.C. V6T 1Z5. Phone (604) 228-5854, (604)228-5240.

University of British Columbia, Faculty of Education, Vancouver

Adapting Teaching to the Learning Styles of Native Indian Students
(A Short Course for Teachers of Indian Students)

The purpose of the course is to develop professional skills for adapting teaching to the learning styles of Native Indian Students. This is accomplished by: (1) study of the concept of learning styles and the ways in which it is affected by culture and life style; (2) development of techniques for identifying learning styles of individual students; (3) refinement of teaching skills that are particularily appropriate to Native Indian learning styles; and (4) development of teaching materials which build on the stronger learning styles of Native Indian students, and strengthen weaker learning styles. The first section is presented in a lecture-discussion format. The remaining sections use a guided, hands-on approach in which teachers practice techniques and develop or adapt their own teaching materials.

This course is usually offered as a one- or three-day professional development, non-credit course.

For further information contact: Dr. Art More, Faculty of Education, UBC, Vancouver, B.C. V6T 1Z5. Ph. 228-2338.

University of British Columbia, Pacific Educational Press (WEDG), Vancouver

Queen Charlotte Islands Readers and Teachers' Guide

(Language Arts, Elementary)

The Queen Charlotte Islands Reading Series presents the culture of the Haida people, as they exist today within the context of their past.

The series presently consists of fourteen Readers and a Teachers' Guide. The Readers are carefully levelled to act as supplements to the standard reading series available in most schools. For simplicity they are levelled within each grade level: A for easy, B for medium, and C for harder.

Grade One:

Haida Art (1A): A Haida cultural reader which compares Haida art representations with their natural counterparts , for example, a Haida bear with a natural bear. 1983.

Colours of the Islands (1B): Two children discover numbers and colours as they visit totem poles and tidal pools of Ninsints, an old Haida village on Anthony Island. 1987.

Island Fun (1C): A story about how a young Haida boy has fun during a typical day on the Queen Charlotte Islands, 1984.

The Forest (1C): A story about the animals and plants that live in the forests of the Queen Charlotte Islands, 1984.

Grade Two:

Birds of the Islands (2A): A reader describing the birds of the Queen Charlotte Islands, 1984.

Potlatch (2A): Leslie, a young Haida girl, describes and participates in a present day potlatch given by her uncle, 1985.

Crests of the Haida (2B): Descriptions of, and legends behind, the figures of the famous Skidegate totem pole carved by Bill Reid, 1985.

The Weavers (2C): A story about Haida weavers and how they use the bark of the cedar and the roots of the spruce to weave the fabrics of their culture, 1983.

The First Totem Pole (2C): A Haida boy and his father discover a special underwater village that inspires them to create the first totem pole, 1985.
Grade Three:

Bears and Berries (3A): A story from the early part of this century, about a young Haida girl who goes berry picking with her mother and hears a story about the relationship between bears and her clan, 1983.

Between the Tides (3A): A young boy and his family explore and discover the abundant sea life existing along the shore, 1987.

The Cedar (3B): A tale of the Haida carver and how the Haida images emerge from the cedar as the craftsman works, 1984.

The Man Who Became An Eagle (3C): A legend from the early Haida describing misdeeds and their puishment with the help of the magical powers of eagle skins, 1984.

Raven and the Moon; The Oystercatcher (3C): Two legends from the Haida past are included in this reader. The first deals with how Raven steals the moon and lights up the night sky. The second tells how the oystercatcher got his red bill and white legs, 1984.

Teacher's Guide:

The Queen Charlotte Island Reading Series: A Teacher's Guide (Revised Edition) supports the complete reading series. This 176 page guide contains background information about the Haida culture, along with language arts activities; social studies, science and art activities; and hands-on activities for students. These activities are detailed for each of the twelve readers in the series, 1988

Readers are $14.00 each. The Teachers' Guide is $15.00.

For further information contact: Pacific Educational Press, Faculty of Education, University of British Columbia, Vancouver, B.C. V6T 1Z5. Ph. 228-5385.

University of British Columbia, Museum of Anthropology, Vancouver

School Programs

The Museum of Anthropology offers school programs to familiarize students with the Museum environment and enrich their classroom studies of Northwest Coast culture.

The following school programs are offered from mid-October to mid-June:

Behind the Masks - a hands-on program using Northwest Coast Indian masks, designed to help students develop their skills in understanding objects.

Orientation Walk - an orientation to Northwest Coast Indian culture and the Museum of Anthropology's galleries and collections.

Introduction to Archaeology - an introduction to prehistoric archaeology using the museum's archaelogy gallery, touchable artifacts and archaelogy laboratory.

Each year two programs are also offered in French. New programs for the 1988-89 year include workshops with performing artists and a program introducing Canadian Inuit culture. For further information, write for a school programs calendar available in September of each year.

For further information contact: Margaret Stott, Education Coordinator, Museum of Anthropology, 6393 N.W. Marine Drive, Vancouver, B.C. V6T 1W5.

The Vancouver Museum, Vancouver

School Programs

(Art, Indian Culture, Elementary)

Goals of the Project: The programs, which are operated by the School Programs Department of the Vancouver Museum, complement and enrich aspects of the school curriculum through hands-on learning experiences and analysis of museum objects.

Unguided Discovery Tours: Cost - $1.00 per student. A discovery tour is an opportunity to experience museum exhibits at the students' own pace. Worksheets provide questions and sketching exercises about the objects on display in the galleries.

Discover Northwest Coast Native Culture: Grades - Intermediate and Secondary. Students use detailed worksheets to tour the three permanent galleries which display Northwest Coast Indian artifacts. This tour concentrates on the culture and technologies of the Northwest Coast Native people, including observation, comparison, illustration, and evaluation of their stone tools, their caring of totem poles and canoes, their fishing implements, cooking methods, basketry, clothing and ceremonial regalia.

Offered: September 13 to December 16 and January 3 to June 30. Duration: Flexible, allow approximately 20 minutes per gallery. Capacity: 40 students

The Vancouver Museumobile. The Vancouver Museumobile brings special artifacts from the Vancouver Museum's teaching collection to the schools on the lower mainland of British Columbia. Four museum interpreters present the programs in the school.

Inuit Traditions. Grades - Kindergarten through Seven. Traditional Inuit life is be explored, including the Inuit's major sources of food and the tools they used to hunt the animals and to prepare them, the way the Inuit made and heated Igloos and prepared and maintained their clothing, the games that were played in order to improve skills necessary for survival in the Arctic, and the Inuit art forms (carvings, masks, stencils) which expressed their cultural heritage. Students participate in the program by playing with bone and fur toys, carving soapstone, trying on caribou mitts and sealskin boots, making puppets which dramatize Inuit myth, as well as other activities.

Duration: 55 minutes. Capacity: 40 students.

For further information contact: Donna Bryman, School Programs Coordinator, Vancouver Museum, 1100 Chestnut Street, Vancouver, B.C. V6J 3J9. Phone: 736-4431.

Royal British Columbia Musuem, Victoria

Education Programs

(Indian Studies, Art, Elementary)

The Museum offers the following Indian Education Programs based on their exhibits and collections. The programs complement the provincial Social Studies curriculum and are changed periodically. In 1983 the following were available:

EAGLE AND HIS FRIENDS Grades 1, 2, 3. Eagle and His Friends, an animated legend about how fire was brought to the People, takes place in the Museum Big House. The students are introduced to Indian mythology through role playing and dramatization and are able to try on masks, button blankets and other ceremonial regalia.

PEOPLE OF THE KEKULI Grades 4, 5, 6. The People of the Kekuli, the Interior Salish included many different peoples who spoke related languages. Though the languages were different, these people had similar methods of utilizing the environment. The children experience something of the life of the hunters of the plateau - wear clothing, use tools and implements, and visit a winter dwelling.

ETHNOBOTANY Grades 5, 6, 7. Plants played a major role in the lives of the B.C.'s Native Peoples. Their economic importance arose from their use as food, raw materials and medicine. student will learn the importance of plants in all aspects of Native culture.

Special programs conducted by museum staff can be arranged for out-of-town schools. Professional Day seminars or workshops, in-depth tours of special exhibits, lectures on special topics at schools or community museums may be arranged for teachers. To book programs and tours contact Jo Cruise, Tour Secretary. Ph. 387-1358.

For further information contact: Ms. Arlene Otke, Education Officer, B.C. Provincial Museum, Victoria, B.C. V8V 1X4. Ph. 387-2135.

Royal British Columbia Museum, Victoria

Native Indian Program Resources

Permanent Exhibits:
12,000 Year Gap: archaeological highlights
The First Peoples: in two parts - mezzanine, pre-contact traditional culture, lower level, post-contact
Friends Gallery: argillite

Temporary Exhibits and Travelling Exhibits:
- check current year school brochure or media

- check with your community museum

Archaeology Division:
- for information call 387-6512
- handles specific enquiries on locations and collections which have been studied by staff

Ethnology Division: - for information call 387-6514
- handles specific enquiries on staff research areas
- bibliography of Native Indian studies
- photographic collection (some 25,000 images) from which users must order by negative number, necessitating an appointment to view the card file.

Education and Extension Division: - for information call 387-1358
- operates school programs; brochure sent out to all B.C. schools in September of each year
- handles general enquiries
- will set up "specials" to meet teachers' and students' needs on one month (or more please) notice
- will arrange teacher workshops for professional days on either all general topics in anthropology, exhibit information, and how to use exhibits with your calss (again, at least one month's notice please).

Our mandate is to collect, study and exhibit or interpret only within the province of British Columbia. We do not have resources or programs for the rest of Canada. Our response may be slow or limited because of lack of staff time or other restraints.

For further information contact: Shirley Cuthbertson, Chief, Education and Extension Services, Parliament Buildings, Victoria, B.C. V8V 2X4. Ph. 387-6014.

Ministry of Education, Indian Education, Victoria

The B.C. Provincial Indian Education Program

(Coordinator, Consultant, Curriculum, Academic Skills Development)

The B.C. Ministry of Education actively support Indian Education programs for and about Indian people which are in addition to the regular program and other special services available to all students in the B.C. public school system. These Indian Education programs and services are developed and delivered by 56 school districts in accordance with provincial guidelines. Provincial Indian Education funding contains provision for both the student's regular school program as well as the additional "Indian Education" programs.

Provincial program approval for funding support and the administration of provincial policy is the responsibility of the Ministry of Education. Provincial approval of school district programs and services is issued under the following categories:

1. Native language development and implementation.
2. Native Indian curriculum development and implementation.

3. Native Indian paraprofessional workers program.
4. Native Indian Alternative programs.
5. Native Indian Preventative programs designed to strengthen the academic skills necessary for school successes.

In addition the Indian Education program may support projects which have regional or provincial implications.

A major activity for Indian Education involves consultations and liaison with school districts, bands, other Indian organizations, and government agencies both federal and provincial.

A variety of curriculum materials are now available through the Provincial Education Media Centre.

For further information contact: Marcia Dean, Native Indian Education Coordinator, Ministry of Education, 620 Superior Street, Victoria, B.C. V8V 2M4. Ph. 356-2333

Ministry of Education, Indian Education, Victoria

Native Indian Education Advisory Committee

Members of the Committee meet with the Ministry of Education to:

1. advise on the development of policy with regard to the education of native Indian students in the public schools of British Columbia.
2. advise on developing long-range plans and guidelines for the establishment and operation of programs for native Indian students in British Columbia public schools.
3. advise the Ministry of Education on the unique educational needs of native Indian students and bring native Indian community concerns regarding educational matters to the Ministry's attention.
4. undertake specific projects in tasks in keeping with the above terms of reference.

For further information contact: Rick Connolly, Special Education Branch, Ministry of Education, Parliament Buildings, Victoria, B. C. V8V 2M4. Ph. 356-2333.

APPENDICES

Appendix A

Home School Coordinator -- General Description

For more than 10 years, Home School Coordinators (HSC's) have been a dynamic force for the improvement of Native Indian Education in British Columbia. Since the position was first created in Merritt school district in 1969, HSC's have acted as liaison and support agents in the Home-Student-School triad. In this role the HSC performs a broad range of functions which can be categorized as follows:

1. Liaison/resource person activities
2. Administrative activities
3. Student centered activities
4. Counselling activities
5. Infrastructural activities.

Liaison/Resource Person Activities:

Within this category the HSC generally performs informational, facilitative, organizational and advisory functions. In the informative role the HSC is usually required to meet regularly with school district administration and staff, Band Education Committees, funding agency representatives and organizations to disseminate information and/or evaluating the progress of individual students and programs. Frequently the HSC calls upon such meetings, particularly when the triad is strained or non-operative. The HSC may interpret in cases where language is a barrier to effective communication. In addition, it is common for the HSC to organize and facilitate social functions in order to strengthen the relationships.

Administrative Activities:

It is usually necessary for the HSC to perform some administrative duties. These duties may include secretarial functions, monitoring and disbursement of funds (usually in the form of student allowances and material purchases), correspondence, and compilation of program budgets, proposals and reports.

Student Centered Activities:

While it is recognized that the home-student-school relationship functions best as a cohesive unit, the most crucial intervention point is the student. The HSC must closely monitor and document the progress of each student so that diagnosis and intervention procedures will address individual difficulties effectively.

Although HSC's sometimes operate as study supervisors, teacher aides, and playground supervisors, more frequently their intervention deal with learning and/or personal difficulties. The HSC may counsel, tutor, and occasionally locate truant students and act as student advocates in legal proceedings.

Counselling:

HSC's usually find that a large proportion of their time is spent in counselling students, parents, and teachers. Frequently the problems relate to cultural disparities, personality conflicts and personal difficulties which can only be addressed on an individual basis. In this regard the HSC's play a vital role since they are the most readily available person to repair any schizm which may develop.

Infrastructural Activities:

Within any educational program there are tasks and circumstances which have a potential impact on the program. Tasks such as answering the phone, bus duty, emergency transportation, and other duties become the responsibility of the HSC.

Clearly, the role of the HSC is vital to the home-student-school relationship. Their activities provide a first-line defense against communication problems and misunderstandings and help to ensure that effective educational opportunities are readily accessible to Native Indian students.

Recent data from HSC's throughout B.C. provides a list of tasks most frequently performed by HSCs:

Tasks Most Frequently Performed by Home School Coordinators

(in decreasing order)

Liaison School District, Students, Parents
Monitor Student Attendance and Progress
Maintain Student Files
Counsel students
Orientation for students and teachers
Counsel Families
Write Budget
Help students Understand Work
Home Visits
Referrals
Liaison
Attend Weekly Meetings
Parent Visits
Assist Parent-School Visits
Counsel Teachers
Curriculum Enrichment
Assist Course Selection
Make Month-end Reports
Sex Counselling
Collect Transcripts
Organize Adult Classes
Program development
Locate truants
Create/Maintain Nominal Lists
Curriculum Development
Interpret
Learning Assistance
Write proposals
Accompany students in court
Administer Student Allowance
Adult Tutoring
Answer Phones
Emergency Driving
Fill out forms
Organize Fund Raising
Playground Supervision
Alternate Program Screening
Supervise Alternate Classes
Bus Duty

Appendix B

Native Home/School Counsellors Association

The Native Home School Counsellors Association is an association of Native counsellors whose purpose is to enhance the quality of Native education in B.C. The association hopes to provide opportunities for professional development, establish a support network for its members, and develop professional standards of conduct. Membership is open to anyone working as a counsellor of Native students in the education system.

Current projects include the following:

1. a training program for home/school counsellors is being piloted at Fraser Valley college
2. a directory of home/school counsellors has recently been completed
3. guidelines are being made on a code of ethics

For further information contact: Ron George, President, Native Home/School Counsellors Association, P.O. Box 880, Duncan, B.C. V9L 3Y2 Ph. 748-3196